

Reinterpreting the development of reading skills

Reading Research Quarterly

40, 184-202

DOI: [10.1598/rrq.40.2.3](https://doi.org/10.1598/rrq.40.2.3)

Citation Report

#	ARTICLE	IF	CITATIONS
1	Integrating Literacy and Science in Biology: Teaching and Learning Impacts of Reading Apprenticeship Professional Development. Review & Expositor, 1998, 95, 647-717.	0.1	2
2	Comprehension difficulties after year 4: Actioning appropriately. Australian Journal of Learning Difficulties, 2006, 11, 125-130.	0.4	7
3	Multiple Intelligences, the Mozart Effect, and Emotional Intelligence: A Critical Review. Educational Psychologist, 2006, 41, 207-225.	4.7	197
4	Phonemic awareness: When and how much to teach?. Reading Research and Instruction, 2007, 46, 267-285.	0.3	14
6	Providing preschool foundations for later reading comprehension: The importance of and ideas for targeting inferencing in storybook-sharing interventions. Psychology in the Schools, 2008, 45, 627-643.	1.1	187
7	Response to Intervention (RTI): What Teachers of Reading Need to Know. Reading Teacher, 2008, 62, 280-290.	0.4	31
8	The Benefits of Sustained Silent Reading: Scientific Research and Common Sense Converge. Reading Teacher, 2008, 62, 336-344.	0.4	29
9	Untangling the effects of shared book reading: Multiple factors and their associations with preschool literacy outcomes. Early Childhood Research Quarterly, 2008, 23, 330-350.	1.6	210
10	Parent and Child References to Letters During Alphabet Book Reading: Relations to Child Age and Letter Name Knowledge. Early Education and Development, 2008, 19, 541-559.	1.6	14
11	Scripted and Non-Scripted Reading Instructional Models: Effects on the Phonics and Reading Achievement of First-Grade Struggling Readers. Reading and Writing Quarterly, 2008, 24, 377-407.	0.6	7
12	Syllable, Phoneme, and Tone: Psycholinguistic Units in Early Chinese and English Word Recognition. Scientific Studies of Reading, 2008, 12, 171-194.	1.3	168
13	Measuring the Dimensions of Alphabetic Principle on the Reading Development of First Graders. Journal of Learning Disabilities, 2008, 41, 143-157.	1.5	52
14	Predicting Reading Success in a Multilevel Schoolwide Reading Model. Journal of Learning Disabilities, 2008, 41, 174-188.	1.5	33
15	The Effects of Three Instructional Methods on the Reading Comprehension and Content Acquisition of Novice Readers. Journal of Literacy Research, 2008, 40, 359-393.	0.5	26
16	Assessing Story Comprehension in Preschool Children. Topics in Language Disorders, 2008, 28, 131-148.	0.9	36
17	Pre-Service Teachers' Reading Tendencies: Implications for Promoting Reading. American Journal of Applied Sciences, 2008, 5, 645-652.	0.1	4
18	A model of school change for culturally and linguistically diverse students in New Zealand: a summary and evidence from systematic replication. Teaching Education, 2009, 20, 55-75.	0.9	25
19	Differential Effects of French and Spanish Immersion Education on English Literacy Skills. Bilingual Research Journal, 2009, 31, 115-145.	1.0	3

#	ARTICLE	IF	CITATIONS
20	Binaries and beyond: a Bernsteinian perspective on change in literacy education. <i>Research Papers in Education</i> , 2009, 24, 223-245.	1.7	15
22	Mixing It Up About Methods. <i>Educational Researcher</i> , 2009, 38, 541-545.	3.3	5
23	The Role of Working Memory and Fluency Practice on the Reading Comprehension of Students Who Are Dysfluent Readers. <i>Journal of Learning Disabilities</i> , 2009, 42, 548-575.	1.5	65
24	Synthesized Comprehension Instruction in Primary Classrooms: A Story of Successes and Challenges. <i>Reading and Writing Quarterly</i> , 2009, 25, 334-355.	0.6	7
25	Reimagining Our Inexperienced Adolescent Readers: From Struggling, Striving, Marginalized, and Reluctant to Thriving. <i>Journal of Adolescent and Adult Literacy</i> , 2009, 53, 4-13.	0.4	38
26	Sustained Acceleration of Achievement in Reading Comprehension: The New Zealand Experience. <i>Reading Research Quarterly</i> , 2009, 44, 30-56.	1.8	66
27	Students Learning English and Their Literacy Instruction in Urban Schools. <i>Reading Teacher</i> , 2009, 62, 699-703.	0.4	13
28	Unraveling genetic and environmental components of early literacy: a twin study. <i>Reading and Writing</i> , 2009, 22, 293-306.	1.0	6
29	The relation of knowledge of textual integration devices to expository text comprehension under different assessment conditions. <i>Reading and Writing</i> , 2009, 22, 1081-1108.	1.0	26
30	The validity of reading comprehension rate: Reading speed, comprehension, and comprehension rates. <i>Psychology in the Schools</i> , 2009, 46, 1036-1047.	1.1	13
31	How Can We Improve the Accuracy of Screening Instruments?. <i>Learning Disabilities Research and Practice</i> , 2009, 24, 174-185.	0.9	111
32	Biliteracy and language development in Samoan bilingual classrooms: the effects of increasing English reading comprehension. <i>International Journal of Bilingual Education and Bilingualism</i> , 2009, 12, 513-531.	1.1	9
33	School entry age and reading achievement in the 2006 Programme for International Student Assessment (PISA). <i>International Journal of Educational Research</i> , 2009, 48, 151-161.	1.2	27
34	“She’s My Best Reader; She Just Can’t Comprehend” Studying the Relationship Between Fluency and Comprehension. <i>Reading Teacher</i> , 2009, 62, 512-521.	0.4	37
36	From Literacy to Multiliteracies: Diverse Learners and Pedagogical Practice. <i>Pedagogies</i> , 2009, 4, 213-225.	0.4	47
37	Why what we teach depends on when: Grade and reading intervention modality moderate effect size.. <i>Developmental Psychology</i> , 2010, 46, 1556-1579.	1.2	91
39	Assessment and Instruction in Early Childhood Education: Early Literacy as a Microcosm of Shifting Perspectives. <i>Journal of Education</i> , 2010, 190, 13-20.	0.7	4
40	Component processes of early reading, spelling, and narrative writing skills in Turkish: a longitudinal study. <i>Reading and Writing</i> , 2010, 23, 539-568.	1.0	115

#	ARTICLE	IF	CITATIONS
41	Reading and the Brain: What Early Childhood Educators Need to Know. <i>Early Childhood Education Journal</i> , 2010, 38, 103-110.	1.6	20
42	Aligning Theory and Assessment of Reading Fluency: Automaticity, Prosody, and Definitions of Fluency. <i>Reading Research Quarterly</i> , 2010, 45, 230-251.	1.8	338
43	Response to Intervention: New Ways and Wariness. <i>Reading Research Quarterly</i> , 2010, 45, 363-376.	1.8	14
44	Contemporary Classroom Vocabulary Assessment for Content Areas. <i>Reading Teacher</i> , 2010, 63, 566-578.	0.4	32
45	Young Children's Approaches to Books: The Emergence of Comprehension. <i>Reading Teacher</i> , 2010, 64, 120-130.	0.4	13
46	Documenting Reproduction and Inequality: Revisiting Jean Anyon's "Social Class and School Knowledge". <i>Curriculum Inquiry</i> , 2010, 40, 167-182.	0.8	45
47	Gender Differences in Early Literacy: Analysis of Kindergarten through Fifth-Grade Dynamic Indicators of Basic Early Literacy Skills Probes. <i>School Psychology Review</i> , 2010, 39, 240-257.	1.8	59
48	An Examination of the Relation of Nonsense Word Fluency Initial Status and Gains to Reading Outcomes for Beginning Readers. <i>School Psychology Review</i> , 2010, 39, 631-653.	1.8	16
49	Small Wins Big. <i>Psychological Science</i> , 2010, 21, 1117-1122.	1.8	124
50	The Effects of Vocabulary Intervention on Young Children's Word Learning. <i>Review of Educational Research</i> , 2010, 80, 300-335.	4.3	509
51	Reading First: Hard to Live With" or Without. <i>Journal of Literacy Research</i> , 2010, 42, 100-108.	0.5	7
52	Examining the Construct of Reading among Dysfluent Urban Children: A Factor Analysis Approach. <i>Journal of Literacy Research</i> , 2010, 42, 124-158.	0.5	7
53	National Reports in Literacy. <i>Educational Researcher</i> , 2010, 39, 286-294.	3.3	45
55	Treating Instructional Malpractice: Reflexive Protocols for Entrepreneurial Teachers. <i>Childhood Education</i> , 2010, 86, 249-254.	0.1	6
56	Young Readers' Strategic Approaches to Reading Unfamiliar Words in Text. <i>Reading and Writing Quarterly</i> , 2010, 26, 264-284.	0.6	2
57	Looking Back and Looking Forward: Lessons Learned from Early Reading First. <i>Childhood Education</i> , 2010, 87, 8-16.	0.1	6
58	Australian pre-service teachers' knowledge of phonemic awareness and phonics in the process of learning to read. <i>Australian Journal of Learning Difficulties</i> , 2010, 15, 99-110.	0.2	43
59	Issues of complexity in reading: Putting Occam's razor aside for now. <i>Southern African Linguistics and Applied Language Studies</i> , 2010, 28, 339-356.	0.2	10

#	ARTICLE	IF	CITATIONS
60	Confounded Statistical Analyses Hinder Interpretation of the NELP Report. Educational Researcher, 2010, 39, 316-322.	3.3	21
62	Where Is NELP Leading Preschool Literacy Instruction?. Educational Researcher, 2010, 39, 311-315.	3.3	16
63	Misunderstood Statistical Assumptions Undermine Criticism of the National Early Literacy Panel's Report. Educational Researcher, 2010, 39, 347-351.	3.3	11
64	Maternal Elaborative Reminiscing Increases Low-Income Children's Narrative Skills Relative to Dialogic Reading. Early Education and Development, 2010, 21, 318-342.	1.6	164
65	Developing Early Literacy Skills: A Meta-Analysis of Alphabet Learning and Instruction. Reading Research Quarterly, 2010, 45, 8-38.	1.8	177
66	Issues in the identification and ongoing assessment of ESL students with reading difficulties for reading intervention. Australian Journal of Learning Difficulties, 2010, 15, 81-98.	0.2	8
67	Learning letter names and sounds: Effects of instruction, letter type, and phonological processing skill. Journal of Experimental Child Psychology, 2010, 105, 324-344.	0.7	82
68	Matthew Effects in Young Readers. Journal of Learning Disabilities, 2011, 44, 431-443.	1.5	214
69	To read or not to read: A meta-analysis of print exposure from infancy to early adulthood.. Psychological Bulletin, 2011, 137, 267-296.	5.5	828
70	Integrating Literacy and Science in Biology. American Educational Research Journal, 2011, 48, 647-717.	1.6	109
71	Componential skills of beginning writing: An exploratory study. Learning and Individual Differences, 2011, 21, 517-525.	1.5	138
72	Increasing Higher Level Language Skills to Improve Reading Comprehension. Focus on Exceptional Children, 2011, 44, .	0.7	48
73	Reading First, Libraries Last: An Historical Perspective on the Absence of Libraries in Reading Education Policy. Journal of Education, 2011, 191, 9-18.	0.7	5
74	Applied Curriculum-Based Measurement as a Predictor of High-Stakes Assessment: Implications for Researchers and Teachers. Elementary School Journal, 2011, 111, 608-624.	0.9	27
75	Response to Intervention in Literacy: Problems and Possibilities. Elementary School Journal, 2011, 111, 511-534.	0.9	25
76	The Gap Between Spanish Speakers' Word Reading and Word Knowledge: A Longitudinal Study. Child Development, 2011, 82, 1544-1560.	1.7	180
77	Challenges and Strategies for Conducting Program-Based Research in After-School Settings. Child and Adolescent Social Work Journal, 2011, 28, 319-334.	0.7	9
78	Transition-from-early-to-sophisticated-literacy (TESL) as a factor in cross-national achievement differences. Australian Educational Researcher, 2011, 38, 329-354.	1.6	1

#	ARTICLE	IF	CITATIONS
79	Assessing for generalized improvements in reading comprehension by intervening to improve reading fluency. <i>Psychology in the Schools</i> , 2011, 48, 14-27.	1.1	15
80	Towards ecologically valid assessment in early literacy. <i>Early Child Development and Care</i> , 2011, 181, 165-180.	0.7	4
81	The contribution of age and reading instruction to oral narrative and pre-reading skills. <i>First Language</i> , 2011, 31, 379-403.	0.5	21
82	Phonological Awareness and Print Knowledge of Preschool Children With Cochlear Implants. <i>Journal of Speech, Language, and Hearing Research</i> , 2012, 55, 811-823.	0.7	78
83	Animal-Assisted Literacy: A Supportive Environment for Constrained and Unconstrained Learning. <i>Childhood Education</i> , 2012, 88, 102-107.	0.1	16
84	The Narrative Language Performance of Three Types of At-Risk First-Grade Readers. <i>Language, Speech, and Hearing Services in Schools</i> , 2012, 43, 205-221.	0.7	8
85	Differential Effects of Literacy Instruction Time and Homogeneous Ability Grouping in Kindergarten Classrooms. <i>Educational Evaluation and Policy Analysis</i> , 2012, 34, 69-88.	1.6	37
86	Effects of Teacher-Student Ratio in Response to Intervention Approaches. <i>Elementary School Journal</i> , 2012, 112, 547-567.	0.9	20
88	Professional Development for Reading Achievement. <i>Elementary School Journal</i> , 2012, 112, 649-671.	0.9	22
89	Matching Our Knowledge of Reading Development with Assessment Data. <i>Literacy Research, Practice and Evaluation</i> , 2012, , 177-196.	0.4	0
90	Early literacy individual growth and development indicators (EL-IGDIs): Growth trajectories using a large, internet-based sample. <i>Journal of School Psychology</i> , 2012, 50, 483-501.	1.5	6
91	Studying children's early literacy development: Confirmatory multidimensional scaling growth modeling. <i>International Journal of Educational Research</i> , 2012, 53, 278-288.	1.2	3
92	What is happening when teachers of 11-13-year-old students take guided reading: a New Zealand snapshot. <i>Educational Review</i> , 2012, 64, 425-449.	2.2	5
93	Examining the Relationship Between Adolescents' Orthographic Knowledge and Overall Reading Ability. <i>Reading and Writing Quarterly</i> , 2012, 28, 358-376.	0.6	3
94	Predictive and concurrent relations between literacy skills in Grades 1 and 3: A longitudinal study of Italian children. <i>Learning and Instruction</i> , 2012, 22, 340-353.	1.9	22
95	Does context matter? Explicit print instruction during reading varies in its influence by child and classroom factors. <i>Early Childhood Research Quarterly</i> , 2012, 27, 77-89.	1.6	27
96	After the Testing: Talking and Reading and Writing the World. <i>Journal of Adolescent and Adult Literacy</i> , 2012, 56, 8-13.	0.4	30
97	Vocabulary and Grammar Knowledge in Second Language Reading Comprehension: A Structural Equation Modeling Study. <i>Modern Language Journal</i> , 2012, 96, 558-575.	1.3	90

#	ARTICLE	IF	CITATIONS
98	Alphabet knowledge in preschool: A Rasch model analysis. <i>Early Childhood Research Quarterly</i> , 2012, 27, 543-554.	1.6	30
99	Authentic literacy pedagogy. , 0, , 95-117.		0
100	Reading and Reading Instruction for Children from Low-Income and Non-English-Speaking Households. <i>Future of Children</i> , 2012, 22, 73-88.	0.9	45
101	Literacies on a human scale. , 0, , 21-40.		0
102	Critical literacies pedagogy. , 0, , 145-170.		1
103	Making spatial, tactile and gestural meanings. , 0, , 281-302.		0
104	Didactic literacy pedagogy. , 0, , 63-94.		0
105	Literacies as multimodal designs for meaning. , 0, , 173-205.		0
106	Making visual meanings. , 0, , 248-280.		1
107	Making audio and oral meanings. , 2012, , 303-322.		1
108	Literacies to think and to learn. , 0, , 325-354.		1
109	Literacies and learner differences. , 0, , 374-400.		0
110	Literacies standards and assessment. , 0, , 401-420.		0
111	The work of learning and teaching literacies. , 0, , 1-18.		1
112	The purposes of literacies. , 0, , 41-60.		0
113	Functional literacy pedagogy. , 0, , 118-144.		0
114	Kindergarten Childrensâ€™ Emotions, Feeling of Task-Difficulty and Ability Self-Perceptions Before and After Performing an Unfamiliar Domino. <i>International Journal of Learning and Development</i> , 2012, 2, .	0.1	0
115	Effects of a brief but intensive remedial computer intervention in a sub-sample of kindergartners with early literacy delays. <i>Reading and Writing</i> , 2012, 25, 1479-1497.	1.0	16

#	ARTICLE	IF	CITATIONS
116	The development of reading skills in young partially sighted readers. <i>British Journal of Special Education</i> , 2012, 39, 80-86.	0.2	4
117	The ABCs of Chinese: maternal mediation of Pinyin for Chinese children's early literacy skills. <i>Reading and Writing</i> , 2012, 25, 283-300.	1.0	43
118	Examining teachers' beliefs about and implementation of a balanced literacy framework. <i>Journal of Research in Reading</i> , 2013, 36, 14-28.	1.0	16
119	Gender politics in 21st century literacy reform. <i>Australian Educational Researcher</i> , 2013, 40, 257-270.	1.6	0
120	Constructing instruction for struggling writers: what and how. <i>Annals of Dyslexia</i> , 2013, 63, 80-95.	1.2	14
121	Interactive Read-Alouds: An Avenue for Enhancing Children's Language for Thinking and Understanding: A Review of Recent Research. <i>Early Childhood Education Journal</i> , 2013, 41, 381-389.	1.6	71
122	Tracking the Roots of Reading Ability: White Matter Volume and Integrity Correlate with Phonological Awareness in Prereading and Early-Reading Kindergarten Children. <i>Journal of Neuroscience</i> , 2013, 33, 13251-13258.	1.7	207
123	Elementary School ELLs' Reading Skill Profiles Using Cognitive Diagnosis Modeling: Roles of Length of Residence and Home Language Environment. <i>Language Learning</i> , 2013, 63, 400-436.	1.4	23
124	Linguistic distance effect on cross-linguistic transfer of morphological awareness. <i>Applied Psycholinguistics</i> , 2013, 34, 917-942.	0.8	50
125	Why the New Zealand National Literacy Strategy has failed and what can be done about it: Evidence from the Progress in International Reading Literacy Study (PIRLS) 2011 and Reading Recovery monitoring reports. <i>Australian Journal of Learning Difficulties</i> , 2013, 18, 139-180.	0.2	23
126	How Vocabulary Interventions Affect Young Children at Risk: A Meta-Analytic Review. <i>Journal of Research on Educational Effectiveness</i> , 2013, 6, 223-262.	0.9	98
127	Exploring gains in reading and mathematics achievement among regular and exceptional students using growth curve modeling. <i>Learning and Individual Differences</i> , 2013, 23, 92-100.	1.5	66
128	Children learning to read later catch up to children reading earlier. <i>Early Childhood Research Quarterly</i> , 2013, 28, 33-48.	1.6	41
129	Visual Skills and Chinese Reading Acquisition: A Meta-analysis of Correlation Evidence. <i>Educational Psychology Review</i> , 2013, 25, 115-143.	5.1	57
130	Reading performance subsequent to aphasia: Strategies applied during authentic reading. <i>Aphasiology</i> , 2013, 27, 723-739.	1.4	28
131	Meaning Construction in Early Oral Reading. <i>Journal of Research in Childhood Education</i> , 2013, 27, 454-471.	0.6	0
132	Vocabulary Instruction in Commonly Used Kindergarten Core Reading Curricula. <i>Elementary School Journal</i> , 2013, 113, 386-408.	0.9	30
133	Heterogeneity or Homogeneity. <i>Journal of Literacy Research</i> , 2013, 45, 3-21.	0.5	23

#	ARTICLE	IF	CITATIONS
134	The ABCs of Teaching Alphabet Knowledge: Affordances and Challenges of "Weaving" Visible and Invisible Pedagogies. <i>Contemporary Issues in Early Childhood</i> , 2013, 14, 345-356.	0.9	3
135	Longer Term Effects of a Tier 2 Kindergarten Vocabulary Intervention for English Learners. <i>Remedial and Special Education</i> , 2013, 34, 91-101.	1.7	14
136	Beyond March Madness: Fruitful Practices to Prepare for High-Stakes ELA Tests. <i>Reading Teacher</i> , 2013, 67, 121-125.	0.4	5
137	Young learners: Aspects of home literacy environments supporting hypotheses about the structure of printed words. <i>Journal of Early Childhood Research</i> , 2013, 11, 262-273.	0.9	7
138	Reading Skills of Students With Speech Sound Disorders at Three Stages of Literacy Development. <i>Language, Speech, and Hearing Services in Schools</i> , 2013, 44, 360-373.	0.7	17
139	Early Language and Literacy Achievement of Early Reading First Students in Kindergarten and 1st Grade in the United States. <i>Journal of Research in Childhood Education</i> , 2013, 27, 440-453.	0.6	7
140	TAKING A "SIMPLE VIEW" OF THE DYNAMIC INDICATORS OF BASIC EARLY LITERACY SKILLS AS A PREDICTOR OF MULTIPLE MEASURES OF THIRD-GRADE READING COMPREHENSION. <i>Psychology in the Schools</i> , 2013, 50, 722-737.	1.1	12
141	Literacy Policy in Ireland. <i>European Journal of Education</i> , 2013, 48, 511-527.	1.7	7
142	Cross-Language Transfer of Early Literacy Skills: An Examination of Young Learners in a Two-Way Bilingual Immersion Elementary School. <i>Reading Psychology</i> , 2013, 34, 436-460.	0.7	36
143	Engaging social imagination: The developmental work of wordless book reading. <i>Journal of Early Childhood Literacy</i> , 2013, 13, 147-174.	0.4	28
144	Reading dual language books: Improving early literacy skills in linguistically diverse classrooms. <i>Journal of Early Childhood Research</i> , 2013, 11, 3-15.	0.9	37
145	Modeling the Etiology of Individual Differences in Early Reading Development: Evidence for Strong Genetic Influences. <i>Scientific Studies of Reading</i> , 2013, 17, 350-368.	1.3	32
147	"I Can Read These Colors." Orthographic Manipulations and the Development of the Color-Word Stroop. <i>Frontiers in Psychology</i> , 2012, 3, 594.	1.1	4
148	Causal Relations among Executive Functions and Academic Skills from Preschool to End of First Grade. <i>English Linguistics Research</i> , 2014, 4, .	0.1	6
149	A measure of emerging print knowledge in young children. <i>Early Child Development and Care</i> , 2014, 184, 1142-1159.	0.7	9
150	Interpreting the Relationships Among Prosody, Automaticity, Accuracy, and Silent Reading Comprehension in Secondary Students. <i>Journal of Literacy Research</i> , 2014, 46, 123-156.	0.5	46
151	It Depends. <i>Journal of Learning Disabilities</i> , 2014, 47, 491-502.	1.5	14
152	Advantages of Providing Structured Supplemental Reading Instruction to Kindergarteners At Risk for Failure in Reading. <i>Preventing School Failure</i> , 2014, 58, 214-222.	0.4	2

#	ARTICLE	IF	CITATIONS
153	Awareness of derivation and compounding in Chineseâ€“English biliteracy acquisition. <i>International Journal of Bilingual Education and Bilingualism</i> , 2014, 17, 55-73.	1.1	36
154	Examining Differential Effects of a Family Literacy Program on Language and Literacy Growth of English Language Learners With Varying Vocabularies. <i>Journal of Literacy Research</i> , 2014, 46, 383-415.	0.5	8
155	Predictors of early growth in academic achievement: the head-toes-knees-shoulders task. <i>Frontiers in Psychology</i> , 2014, 5, 599.	1.1	367
156	Classroom Instruction. <i>Reading Teacher</i> , 2014, 68, 88-92.	0.4	6
157	Preservice Teachers Experience Reading Response Pedagogy in a Multi-User Virtual Environment. <i>Journal of Digital Learning in Teacher Education</i> , 2014, 30, 121-130.	0.7	3
158	ContribuiÃ§Ã£o da literacia emergente para o desempenho em leitura no final do 1.Âº CEB. <i>Analise Psicologica</i> , 2014, 32, 245-257.	0.2	9
159	Impact of a playâ€“based curriculum in the first two years of primary school: literacy and numeracy outcomes over seven years. <i>British Educational Research Journal</i> , 2014, 40, 772-795.	1.4	13
160	Item Response Analysis of Uppercase and Lowercase Letter Name Knowledge. <i>Journal of Psychoeducational Assessment</i> , 2014, 32, 146-156.	0.9	30
161	Predicting First Grade Reading Achievement for Spanish-Speaking Kindergartners: Is Early Literacy Screening in English Valid?. <i>Literacy Research and Instruction</i> , 2014, 53, 269-286.	0.6	8
162	Individual Differences in Reading Development. <i>Review of Educational Research</i> , 2014, 84, 203-244.	4.3	132
163	Exploration of the Consortium on Reading Excellence Phonics Survey. <i>Elementary School Journal</i> , 2014, 115, 49-72.	0.9	7
164	Et si la danse pouvait contribuer Ã dÃ©velopper le vocabulaire de jeunes enfants? 1. <i>Nouveaux Cahiers De La Recherche En Ã©ducation</i> , 0, 17, 148-177.	0.0	1
165	Raising literacy levels using digital learning: a designâ€“based approach in New Zealand. <i>Curriculum Journal</i> , 2015, 26, 198-223.	1.0	23
166	Fitting a linearâ€“linear piecewise growth mixture model with unknown knots: A comparison of two common approaches to inference.. <i>Psychological Methods</i> , 2015, 20, 259-275.	2.7	39
167	Success With Informational Text Comprehension: An Examination of Underlying Factors. <i>Reading Research Quarterly</i> , 2015, 50, 387-392.	1.8	10
168	Variation in Spanish heritage speakersâ€™ bilingualism and cognition. <i>Studies in Hispanic and Lusophone Linguistics</i> , 2015, 8, 429-439.	0.6	4
169	An Examination of the Relations Between Oral Vocabulary and Phonological Awareness in Early Childhood. <i>Literacy Research: Theory, Method, and Practice</i> , 2015, 64, 227-248.	0.5	4
170	The contribution of knowledge about anaphors, organisational signals and refutations to reading comprehension. <i>Journal of Research in Reading</i> , 2015, 38, 405-427.	1.0	18

#	ARTICLE	IF	CITATIONS
171	Changing Readers, Changing Texts: Beginning Reading Texts from 1960 to 2010. <i>Journal of Education</i> , 2015, 195, 1-13.	0.7	5
172	â€œIt had been given the space to growâ€. <i>English Teaching</i> , 2015, 14, 100-120.	0.2	0
173	Using Professional Learning Communities to Bolster Comprehension Instruction. <i>Reading Teacher</i> , 2015, 68, 327-333.	0.4	2
174	Une approche dâ€™enseignement des stratÃ©gies de comprÃ©hension de lecture de textes courants auprÃ©s de jeunes lecteurs Ã risque dâ€™Ã©chouer. <i>Language and Literacy: A Canadian Educational E-journal</i> , 2015, 17, 106.	0.2	11
175	Failure to launch: matching language policy with literacy accomplishment in South African schools. <i>International Journal of the Sociology of Language</i> , 2015, 2015, .	0.3	5
176	The Parable of the Sower and the long-term effects of early reading. <i>European Early Childhood Education Research Journal</i> , 2015, 23, 524-544.	1.2	3
177	The Influence of Reading on Vocabulary Growth: A Case for a Matthew Effect. <i>Journal of Speech, Language, and Hearing Research</i> , 2015, 58, 853-864.	0.7	78
178	Skills for Children Entering Kindergarten. <i>Educational Assessment</i> , 2015, 20, 297-319.	0.6	12
179	Code-related aspects of emergent literacy: How prepared are preschoolers for the challenges of literacy in an EFL context?. <i>Early Child Development and Care</i> , 2015, 185, 509-527.	0.7	3
180	Behavioral and fMRI evidence of the differing cognitive load of domain-specific assessments. <i>Neuroscience</i> , 2015, 297, 38-46.	1.1	15
181	Exploring studentsâ€™ affect and achievement goals in the context of an intervention to improve web searching skills. <i>Computers in Human Behavior</i> , 2015, 49, 156-170.	5.1	19
182	Genetic differential susceptibility in literacy-delayed children: A randomized controlled trial on emergent literacy in kindergarten. <i>Development and Psychopathology</i> , 2015, 27, 69-79.	1.4	20
183	Do children with specific language impairment and autism spectrum disorders benefit from the presence of orthography when learning new spoken words?. <i>Journal of Experimental Child Psychology</i> , 2015, 134, 43-61.	0.7	32
184	Growth trajectories of mathematics achievement: Longitudinal tracking of student academic progress. <i>British Journal of Educational Psychology</i> , 2015, 85, 154-171.	1.6	20
185	Reading abilities in schoolâ€aged preterm children: a review and metaâ€analysis. <i>Developmental Medicine and Child Neurology</i> , 2015, 57, 410-419.	1.1	80
186	Reading Ability Development from Kindergarten to Junior Secondary: Latent Transition Analyses with Growth Mixture Modeling. <i>Frontiers in Psychology</i> , 2016, 7, 1659.	1.1	14
187	Writing Learning Outcomes for English Language Lessons in Multilingual Schools. <i>TESOL Journal</i> , 2016, 7, 469-493.	0.6	2
188	Exploring Assessment Demands and Task Supports in Early Childhood Phonological Awareness Assessments. <i>Literacy Research: Theory, Method, and Practice</i> , 2016, 65, 217-235.	0.5	0

#	ARTICLE	IF	CITATIONS
189	Letting the Story Out: Drawing on Children's Life Stories and Identities to Help Them Read Beyond and Enhance Their Comprehension. <i>Journal of Language, Identity and Education</i> , 2016, 15, 389-403.	1.4	4
190	Reading Development in Typically Developing Children and Children With Prenatal or Perinatal Brain Lesions: Differential School Year and Summer Growth. <i>Journal of Cognition and Development</i> , 2016, 17, 596-619.	0.6	1
191	Explaining Variance in Comprehension for Students in a High-Poverty Setting. <i>Reading and Writing Quarterly</i> , 2016, 32, 427-453.	0.6	8
192	Measuring Young Children's Alphabet Knowledge: Development and Validation of Brief Letter-Sound Knowledge Assessments. <i>Elementary School Journal</i> , 2016, 116, 523-548.	0.9	20
193	Longitudinal Stability and Growth in Literacy and Numeracy in Australian School Students. <i>Behavior Genetics</i> , 2016, 46, 649-664.	1.4	15
194	Can We Measure the Transition to Reading? General Outcome Measures and Early Literacy Development From Preschool to Early Elementary Grades. <i>AERA Open</i> , 2016, 2, 233285841665375.	1.3	9
195	What Is Listening Comprehension and What Does It Take to Improve Listening Comprehension?. <i>Literacy Studies</i> , 2016, , 159-173.	0.2	51
196	Individual differences in Kindergarten through Grade 2 fluency relations. <i>Learning and Individual Differences</i> , 2016, 49, 100-109.	1.5	6
197	Exploring the Reading-Writing Connection: A Yearlong Classroom-Based Experimental Study of Middle School Students Developing Literacy in a New Language. <i>Reading Research Quarterly</i> , 2016, 51, 143-164.	1.8	30
198	A Meta-Analysis of the Long-Term Effects of Phonemic Awareness, Phonics, Fluency, and Reading Comprehension Interventions. <i>Journal of Learning Disabilities</i> , 2016, 49, 77-96.	1.5	207
199	In Search of Matthew Effects in Reading. <i>Journal of Learning Disabilities</i> , 2016, 49, 499-514.	1.5	23
200	An International Meta-Analysis of Reading Recovery. <i>Journal of Education for Students Placed at Risk</i> , 2016, 21, 29-46.	1.5	18
201	Component skills affecting elementary students' informational text comprehension. <i>Reading and Writing</i> , 2016, 29, 1141-1160.	1.0	15
202	What can we learn from young adolescents' perceptions about the teaching of reading?. <i>Educational Review</i> , 2016, 68, 481-496.	2.2	1
203	Validation of the Informal Decoding Inventory. <i>Assessment for Effective Intervention</i> , 2017, 42, 110-118.	0.6	3
204	Persistence and Fadeout in the Impacts of Child and Adolescent Interventions. <i>Journal of Research on Educational Effectiveness</i> , 2017, 10, 7-39.	0.9	316
205	Learning From the Past: What ESSA Has the Chance to Get Right. <i>Reading Teacher</i> , 2017, 70, 395-400.	0.4	7
206	Who gets to play? Access, popular media and participatory literacies. <i>Early Years</i> , 2017, 37, 62-76.	0.6	33

#	ARTICLE	IF	CITATIONS
207	Ready for Kindergarten? Rethinking Early Literacy in the Common Core Era. <i>Reading Teacher</i> , 2017, 70, 643-648.	0.4	4
208	Shared book reading and preschool children's academic achievement: Evidence from the Early Childhood Longitudinal Study's Birth cohort. <i>Infant and Child Development</i> , 2017, 26, e2035.	0.9	51
209	Engaging Struggling Adolescent Readers to Improve Reading Skills. <i>Reading Research Quarterly</i> , 2017, 52, 357-382.	1.8	63
210	Vocabulary and Reading Performances of Redesignated Fluent English Proficient Students. <i>TESOL Quarterly</i> , 2017, 51, 757-786.	1.5	0
211	The Poor Get Richer: Heterogeneity in the Efficacy of a School-Level Intervention for Academic Language. <i>Journal of Research on Educational Effectiveness</i> , 2017, 10, 767-793.	0.9	18
212	Being proactive when reading: Academic personal initiative as a predictor of word comprehension development. <i>Learning and Individual Differences</i> , 2017, 55, 130-140.	1.5	6
213	A two-step sampling weight approach to growth mixture modeling for emergent and developing skills with distributional changes over time. <i>Journal of School Psychology</i> , 2017, 61, 55-74.	1.5	5
214	Reproducing Figured Worlds of Literacy Teaching and Learning: Examining the "Language-In-Use" of an Inservice and Preservice Teacher Enacting the Practice of Literacy Planning. <i>Action in Teacher Education</i> , 2017, 39, 67-84.	0.4	4
215	Rethinking the Linguistic Threshold Hypothesis: Modeling the Linguistic Threshold among young Spanish-English Bilinguals. <i>Bilingualism</i> , 2017, 20, 886-902.	1.0	6
216	Natural Window of Opportunity? Low-Income Parents' Responses to Their Children's Impending Kindergarten Entry. <i>AERA Open</i> , 2017, 3, 233285841668150.	1.3	6
218	Easy as AChGzrjq: The Quick Letter Name Knowledge Assessment. <i>Reading Teacher</i> , 2017, 71, 145-156.	0.4	5
219	What If "Just Right" Is Just Wrong? The Unintended Consequences of Leveling Readers. <i>Reading Teacher</i> , 2017, 71, 265-273.	0.4	23
220	The Promise of a Literacy Reform Effort in the Upper Elementary Grades. <i>Elementary School Journal</i> , 2017, 118, 257-280.	0.9	11
221	Let's Know! Proximal Impacts on Prekindergarten through Grade 3 Students' Comprehension-Related Skills. <i>Elementary School Journal</i> , 2017, 118, 177-206.	0.9	7
222	Why and What They Read When They Don't Have to: Factors Influencing the Recreational Reading Habits of Gifted Students in Singapore. <i>Journal for the Education of the Gifted</i> , 2017, 40, 247-265.	0.5	5
223	Does Reading Cause Later Intelligence? Accounting for Stability in Models of Change. <i>Child Development</i> , 2017, 88, 1913-1921.	1.7	6
224	Defying expectations: Vocabulary growth trajectories of high performing language minority students. <i>Reading and Writing</i> , 2017, 30, 829-856.	1.0	9
225	Development and Validation of Graded Reading Test for Children with Learning Disabilities. <i>Journal of Psychology</i> , 2017, 8, 11-20.	0.2	0

#	ARTICLE	IF	CITATIONS
226	Unique and common effects of decoding and language factors in predicting reading comprehension in grades 1–10. <i>Learning and Individual Differences</i> , 2018, 63, 12-23.	1.5	82
227	A note on estimating single-class piecewise mixed-effects models with unknown change points. <i>International Journal of Behavioral Development</i> , 2018, 42, 518-524.	1.3	11
228	Evaluating Passage and Order Effects of Oral Reading Fluency Passages in Second Grade: A Partial Replication. <i>Assessment for Effective Intervention</i> , 2018, 44, 3-16.	0.6	4
229	Incongruence Between Native and Test Administration Languages: Towards Equal Opportunity in International Literacy Assessment. <i>International Journal of Testing</i> , 2018, 18, 276-296.	0.2	6
230	From infancy to adolescence: The longitudinal links between vocabulary, early literacy skills, oral narrative, and reading comprehension. <i>Cognitive Development</i> , 2018, 47, 82-95.	0.7	147
231	Raise Reading Volume Through Access, Choice, Discussion, and Book Talks. <i>Reading Teacher</i> , 2018, 72, 89-97.	0.4	24
232	Reading Comprehension and Phonics Research: Review of Correlational Analyses with Deaf and Hard-of-Hearing Students. <i>Journal of Deaf Studies and Deaf Education</i> , 2018, 23, 148-163.	0.7	21
233	Integrating the Problem-Based Learning Approach Into a Web-Based English Reading Course. <i>Journal of Educational Computing Research</i> , 2018, 56, 105-133.	3.6	12
234	Does Text Complexity Matter in the Elementary Grades? A Research Synthesis of Text Difficulty and Elementary Students' Reading Fluency and Comprehension. <i>Educational Psychology Review</i> , 2018, 30, 121-151.	5.1	45
235	Developmental Relations Among Motor and Cognitive Processes and Mathematics Skills. <i>Child Development</i> , 2018, 89, 476-494.	1.7	62
236	Reading Fluency and Students With Reading Disabilities: How Fast Is Fast Enough to Promote Reading Comprehension?. <i>Journal of Learning Disabilities</i> , 2018, 51, 124-136.	1.5	20
237	Examining young children's envisionment building responses to postmodern picturebooks. <i>Journal of Early Childhood Literacy</i> , 2018, 18, 439-464.	0.4	3
238	Improving Young English Learners' Language and Literacy Skills Through Teacher Professional Development: A Randomized Controlled Trial. <i>American Educational Research Journal</i> , 2018, 55, 117-143.	1.6	27
239	Effective language and literacy instruction: Evaluating the importance of scripting and group size components. <i>Early Childhood Research Quarterly</i> , 2018, 42, 256-269.	1.6	32
240	Engaging children as readers and writers in high-poverty contexts. <i>Journal of Research in Reading</i> , 2018, 41, 716-731.	1.0	9
241	Mobile Devices and Multimodal Textual Practices. , 2018, , 83-97.		0
242	Promoting code-focused talk: The rhyme and reason for why book style matters. <i>Early Childhood Research Quarterly</i> , 2018, 45, 69-80.	1.6	11
243	Letter sound characters and imaginary narratives: Can they enhance motivation and letter sound learning?. <i>Early Childhood Research Quarterly</i> , 2019, 46, 97-111.	1.6	11

#	ARTICLE	IF	CITATIONS
244	Examining relationships between home-based shared book reading practices and children's language/literacy skills at kindergarten entry. <i>Early Child Development and Care</i> , 2019, 189, 2167-2182.	0.7	16
245	A cautionary tale: digital resources in literacy classrooms. <i>Learning, Media and Technology</i> , 2019, 44, 443-456.	2.1	9
246	Los precursores cognitivos tempranos de la lectura inicial: un modelo de aprendizaje en niños de 6 a 8 años. <i>Revista De Investigacion Educativa</i> , 2019, 37, 345-361.	0.4	2
247	Investigation of the long term effect of a summer literacy program on student reading performance. <i>Studies in Educational Evaluation</i> , 2019, 62, 111-117.	1.2	2
248	Language and Literacy: Issues and Considerations. <i>Education Sciences</i> , 2019, 9, 180.	1.4	3
249	Effects of training phonological awareness on children's reading skills. <i>Journal of Applied Developmental Psychology</i> , 2019, 65, 101067.	0.8	26
250	Cognition embodied: mental rotation is faster for objects that imply a greater body-object interaction. <i>Journal of Cognitive Psychology</i> , 2019, 31, 876-890.	0.4	5
251	Development and assessment of the Korean Author Recognition Test. <i>Quarterly Journal of Experimental Psychology</i> , 2019, 72, 1837-1846.	0.6	11
252	Starting Early: The Benefits of Attending Early Childhood Education Programs at Age 3. <i>American Educational Research Journal</i> , 2019, 56, 1495-1523.	1.6	21
254	Exploring Heterogeneity in the Relationship between Reading Engagement and Reading Comprehension by Achievement Level. <i>Reading and Writing Quarterly</i> , 2019, 35, 539-555.	0.6	6
255	Expository text difficulty for elementary emerging bilingual students: Does it matter?. <i>Journal of Educational Research</i> , 2019, 112, 512-527.	0.8	2
256	New insights from children with early focal brain injury: Lessons to be learned from examining STEM-related skills. <i>Developmental Psychobiology</i> , 2019, 61, 477-490.	0.9	1
257	Exploring the Short-Term Impacts of a Community-Based Book Distribution Program. <i>Literacy Research and Instruction</i> , 2019, 58, 84-104.	0.6	3
258	The Need for Speed: Interrogating the Dominance of Oral Reading Fluency in International Reading Efforts. <i>Comparative Education Review</i> , 2019, 63, 189-212.	0.6	18
259	The feasibility of using an international common reading progression to measure reading across languages: a case study of the Vietnamese language. <i>Journal of Physics: Conference Series</i> , 2019, 1379, 012062.	0.3	0
260	Engaging Possibilities: Reinvigorating the Call for Research on Reading. <i>Social and Economic Geography</i> , 2019, 68, 25-44.	0.7	1
261	A Longitudinal Analysis of the Trajectories and Predictors of Word Reading and Reading Comprehension Development Among At-Risk Readers. <i>Journal of Learning Disabilities</i> , 2019, 52, 195-208.	1.5	42
262	The Nature and Measurement of Children's Early Composing. <i>Reading Research Quarterly</i> , 2019, 54, 213-235.	1.8	23

#	ARTICLE	IF	CITATIONS
263	Internal Structure and Item Characteristics of the Phonological Awareness Literacy Screening in Spanish for Preschool. <i>Assessment for Effective Intervention</i> , 2019, 44, 267-280.	0.6	2
264	Early literacy research, 2006–2015: A decade of measured progress. <i>Journal of Early Childhood Literacy</i> , 2020, 20, 169-222.	0.4	27
265	Early Literacy Predictors and Second-Grade Outcomes in Children Who Are Hard of Hearing. <i>Child Development</i> , 2020, 91, e179-e197.	1.7	35
266	Phonological decoding and reading comprehension in deaf and hard-of-hearing children. <i>European Journal of Special Needs Education</i> , 2020, 35, 220-235.	1.5	8
267	Verbal reports in the reading processes of language learners: A methodological review. <i>Review of Education</i> , 2020, 8, 37-114.	1.1	3
268	Predicting performance on a 3rd grade high-stakes reading assessment. <i>Reading and Writing Quarterly</i> , 2020, 36, 365-378.	0.6	5
269	“Mr. Wang Doesn’t Really Care How We Speak!” Responsiveness in the Practice of an Exemplary Asian-American Teacher. <i>Urban Review</i> , 2020, 52, 351-375.	1.0	2
270	Preschool Instruction in Letter Names and Sounds: Does Contextualized or Decontextualized Instruction Matter?. <i>Reading Research Quarterly</i> , 2020, 55, 573-600.	1.8	9
271	The Simple View of Reading Made Complex by Morphological Decoding Fluency in Bilingual Fourth-Grade Readers of English. <i>Reading Research Quarterly</i> , 2020, 55, 311-329.	1.8	10
272	Does English Have Useful Syllable Division Patterns?. <i>Reading Research Quarterly</i> , 2020, 55, S145.	1.8	11
273	Persistence and Fade-Out of Educational-Intervention Effects: Mechanisms and Potential Solutions. <i>Psychological Science in the Public Interest: A Journal of the American Psychological Society</i> , 2020, 21, 55-97.	6.7	95
274	Re-mapping the territory: an analysis of literacy intervention provision for primary students in five Australian states. <i>Australian Journal of Learning Difficulties</i> , 2020, 25, 183-213.	0.2	1
275	Multi-level classification of literacy of educators using PIAAC data. <i>Research Papers in Education</i> , 2020, , 1-16.	1.7	0
276	Continuing CHAOS: Vocabulary Intervention for Students With Disabilities in Eighth Grade Who Are Also English Learners. <i>Learning Disability Quarterly</i> , 2020, , 073194872092281.	0.9	1
277	Outcomes of a Vocabulary Intervention Implemented by Community AmeriCorps Members. <i>School Psychology Review</i> , 2020, 49, 321-332.	1.8	0
278	What’s Hot in Literacy? Phonics and Phonemic Awareness. <i>Literacy Research, Practice and Evaluation</i> , 2020, , 159-180.	0.4	0
279	Reading comprehension in Spanish by Quechua-Spanish bilingual children. <i>International Journal of School and Educational Psychology</i> , 2022, 10, 105-117.	1.0	0
280	Literacy instruction activities and their associations with first graders’ reading performance in two transparent orthographies. <i>Compare</i> , 2022, 52, 92-109.	1.5	6

#	ARTICLE	IF	CITATIONS
281	Language transfer theory and its policy implications: exploring interdependence between Luganda, Runyankole-Rukiga, and English in Uganda. <i>Journal of Multilingual and Multicultural Development</i> , 2023, 44, 1-19.	1.0	6
282	Looking or talking: Visual attention and verbal engagement during shared book reading of preschool children on the autism spectrum. <i>Autism</i> , 2020, 24, 1384-1399.	2.4	7
283	Assessing early writing: a six-factor model to inform assessment and teaching. <i>Educational Research for Policy and Practice</i> , 2020, 19, 239-259.	1.2	8
284	Enhancing Storytelling Activities to Support Early (Digital) Literacy Development in Early Childhood Education. <i>International Journal of Early Childhood</i> , 2020, 52, 55-76.	0.6	21
285	High-stakes Accountability in Social and Political Context: Skill Gains and Losses in the No Child Left Behind Era. <i>Sociological Inquiry</i> , 2021, 91, 60-113.	1.4	3
286	Long-Term Effects of Social-Emotional Learning on Academic Skills: Evidence from a Randomized Trial of <i>INSIGHTS</i> . <i>Journal of Research on Educational Effectiveness</i> , 2021, 14, 1-27.	0.9	4
287	Reading and inquiring in an afterschool tutoring program: Working to re-imagine the reading intervention paradigm. <i>Improving Schools</i> , 2021, 24, 165-181.	0.6	0
288	Language exposure and phonological short-term memory as predictors of majority language vocabulary and phonological awareness in dual language learning. <i>Bilingualism</i> , 2021, 24, 319-332.	1.0	3
289	Questioning the monolingual norm with conceptually scored bilingual vocabulary assessments: Findings from a research-practice partnership. <i>TESOL Journal</i> , 2021, 12, e585.	0.6	0
290	Kindergarten Teachers' Ratings of Children's Behavioral and Learning Competencies: Predictive Impact on Children's Third and Fourth Grade Achievement Trajectories. <i>Early Childhood Education Journal</i> , 2022, 50, 301-314.	1.6	4
291	Reading for pleasure: exploring reading culture in an Australian early years classroom. <i>Literacy</i> , 2021, 55, 113-124.	0.4	5
292	Improving Elementary Grade Students' Science and Social Studies Vocabulary Knowledge Depth, Reading Comprehension, and Argumentative Writing: a Conceptual Replication. <i>Educational Psychology Review</i> , 2021, 33, 1935-1964.	5.1	10
293	Shared-Reading Onset and Emergent Literacy Development. <i>Early Education and Development</i> , 2022, 33, 589-607.	1.6	6
294	Reading Anxiety, Engagement, and Achievement: A Comparison of Emergent Bilinguals and English Monolinguals in the Elementary Grades. <i>Reading Research Quarterly</i> , 2022, 57, 353-376.	1.8	4
295	The concurrent and longitudinal relationship between narrative skills and other language skills in children. <i>First Language</i> , 2021, 41, 555-572.	0.5	4
296	Neurocognitive basis of deductive reasoning in children varies with parental education. <i>Human Brain Mapping</i> , 2021, 42, 3396-3410.	1.9	6
297	Examining pedagogies for teaching phonics: lessons from early childhood classrooms. <i>Australian Educational Researcher</i> , 0, , 1.	1.6	1
298	The problem with pigeons in research and practice: communicating early literacy essentials and foundations in curriculum and instruction. <i>Literacy</i> , 2021, 55, 159-171.	0.4	1

#	ARTICLE	IF	CITATIONS
299	Diagnosis of Korean EFL High School Studentsâ€™ Reading Fluency Using Informal Reading Inventory. <i>Journal of Asia TEFL</i> , 2021, 18, 489-504.	0.1	1
300	ERP Mismatch Negativity Amplitude and Asymmetry Reflect Phonological and Rapid Automatized Naming Skills in English-Speaking Kindergartners. <i>Frontiers in Human Neuroscience</i> , 2021, 15, 624617.	1.0	8
301	Dyslexia and Academic Life. , 0, , .		1
302	<i>Tender Shoots:</i> A Randomized Controlled Trial of Two Shared-reading Approaches for Enhancing Parent-child Interactions and Childrenâ€™s Oral Language and Literacy Skills. <i>Scientific Studies of Reading</i> , 2022, 26, 183-203.	1.3	13
303	Evaluating storytelling activities for early literacy development. <i>International Journal of Early Years Education</i> , 2022, 30, 679-696.	0.4	5
304	Phonological awareness intervention using a standard treatment protocol for individuals with Down syndrome. <i>Child Language Teaching and Therapy</i> , 2022, 38, 22-42.	0.4	2
305	Assessment, accountability, and access: Constrained skill mastery as instructional gatekeeper. <i>Journal of Early Childhood Literacy</i> , 2024, 24, 69-95.	0.4	1
306	Relations between Subdomains of Home Math Activities and Corresponding Math Skills in 4-Year-Old Children. <i>Education Sciences</i> , 2021, 11, 594.	1.4	12
307	Is Skill Type the Key to the PreK Fadeout Puzzle? Differential Associations Between Enrollment in PreK and Constrained and Unconstrained Skills Across Kindergarten. <i>Child Development</i> , 2021, 92, e599-e620.	1.7	22
308	Measures Matter: A Meta-Analysis of the Effects of Educational Apps on Preschool to Grade 3 Childrenâ€™s Literacy and Math Skills. <i>AERA Open</i> , 2021, 7, 233285842110041.	1.3	29
309	Interactive elaborative storytelling fosters vocabulary in pre-schoolers compared to repeated-reading and phonemic awareness interventions. <i>Cognitive Development</i> , 2021, 57, 100996.	0.7	4
313	Advances in Multi-tiered Systems of Support for Prekindergarten Children: Lessons Learned from 5 Years of Research and Development from the Center for Response to Intervention in Early Childhood. , 2016, , 587-606.		8
314	Reading Comprehension and Reading Comprehension Difficulties. , 2019, , 83-115.		26
315	What Do Models of Reading Comprehension and Its Development Have to Contribute to a Science of Comprehension Instruction and Assessment for Adolescents?. <i>Literacy Studies</i> , 2015, , 1-18.	0.2	6
316	Reading Comprehension Skill Development and Instruction for Adolescent English Language Learners: A Focus on Academic Vocabulary Instruction. <i>Literacy Studies</i> , 2015, , 153-178.	0.2	10
317	Reading Comprehension. , 2011, , 15-34.		19
318	School Leadership, Literacy and Social Justice: The Place of Local School Curriculum Planning and Reform. <i>Springer International Handbooks of Education</i> , 2014, , 509-520.	0.1	18
319	Transforming Literacy Outcomes in High-Poverty Schools: An Evidence-Based Approach. , 2017, , 269-301.		1

#	ARTICLE	IF	CITATIONS
320	Sustained effects of a school readiness intervention: 5th grade outcomes of the Head Start REDI program. <i>Early Childhood Research Quarterly</i> , 2020, 53, 151-160.	1.6	29
322	Learning vocabulary from educational media: The role of pedagogical supports for low-income preschoolers.. <i>Journal of Educational Psychology</i> , 2019, 111, 32-44.	2.1	27
323	Book lovers, bibliophiles, and fetishists: The social benefits of heavy book usage.. <i>Psychology of Popular Media Culture</i> , 2016, 5, 356-371.	2.6	4
324	Literate Cultural Capital and Matthew Effects in Reading Achievement. , 2015, , 145-167.		3
325	Improving the Odds: Identifying Language Activities that Support the Language Development of Preschoolers with Poorer Vocabulary Skills. <i>Scandinavian Journal of Educational Research</i> , 2018, 62, 649-663.	1.0	13
326	Applying New Visions of Reading Development in Today's Classrooms. <i>Reading Teacher</i> , 2011, 65, 52-56.	0.4	12
327	Differences in the Effects of Summarizing Skills Training by 4th Grade Students. <i>Studia Psychologica</i> , 2018, 60, 245-258.	0.3	3
328	Predictors of Reading Fluency in Second and Third Grade Students: Results from Bosnia and Herzegovina. <i>Studia Psychologica</i> , 2019, 61, 175-188.	0.3	5
329	Toward a Good or Better Understanding of Best Practices. <i>Journal of Curriculum and Instruction</i> , 2007, 1, .	0.3	3
330	Consolidating Commonalities in Language and Literacy to Inform Policy. <i>Advances in Linguistics and Communication Studies</i> , 2015, , 393-420.	0.2	3
331	The Importance of Orientation in Evaluating Recovery in Pediatric Traumatic Brain Injury. <i>International Journal of Physical Medicine & Rehabilitation</i> , 2014, s5, .	0.5	1
332	Handbook of Research on Learning and Instruction. , 0, , .		96
333	lâ€™laboration dâ€™une Ã©preuve de comprÃ©hension en lecture en 6eÃ©annÃ©e du primaire favorisant lâ€™articulation enseignement-apprentissage-Ã©valuation. <i>Mesure Et Evaluation En Education</i> , 0, 40, 37-67.	0.1	2
334	Supporting Elementary Pre-Service Teachersâ€™ Academic Language Development in Social Studies. <i>Action in Teacher Education</i> , 0, , 1-18.	0.4	2
335	App-based morphological training produces lasting effects on word knowledge in primary school children: A randomized controlled trial.. <i>Journal of Educational Psychology</i> , 2022, 114, 833-854.	2.1	7
336	Getting KnERDI with Language: Examining Teachersâ€™ Knowledge for Enhancing Reading Development in Codeâ€Based and Meaningâ€Based Domains. <i>Reading Research Quarterly</i> , 0, , .	1.8	2
338	University Reading: How Do We Turn It On?. <i>Administrative Issues Journal Education Practice and Research</i> , 2011, 1, .	0.1	1
339	A Study of Knowledge of Letter Names and Phoneme-Grapheme Correspondence for Korean Kindergarten Children. <i>The Journal of Special Children Education</i> , 2011, 13, 267-287.	0.1	2

#	ARTICLE	IF	CITATIONS
340	A Study on a Phonological Awareness of Preschoolers in South Korea: Exploring the Effects of Letter Knowledge, Letter-sound Correspondence, Ages, and Working Memory on the Phonological Awareness. <i>Journal of Speech-language & Hearing Disorders</i> , 2012, 21, 365-388.	0.2	3
341	Fostering early literacy learning using dual language books. <i>Hamburg Studies on Linguistic Diversity</i> , 2013, , 327-348.	0.2	0
343	Preparing Teachers to Immerse Students in Multimodal Digital Writing Opportunities. <i>Advances in Educational Technologies and Instructional Design Book Series</i> , 2014, , 499-519.	0.2	1
344	Student Teachers'™ Implementation and Understanding of Repeated Picture-Book Reading in Preschools. <i>Australian Journal of Teacher Education</i> , 2014, 40, .	0.4	0
346	The Role of Context in Defining Secondary Language Arts Instruction. <i>Advances in Linguistics and Communication Studies</i> , 2015, , 421-445.	0.2	0
347	Relação entre compreensão em leitura e desempenho acadêmico em cursos EAD. , 2015, 1, 153-174.		0
348	Eleven Myths about Literacy Education in New Zealand. , 2015, , 214-235.		0
349	A Reading Profile of Singapore Primary 1 Students and Implications for Reading Pedagogy. <i>Education Innovation Series</i> , 2016, , 65-82.	0.3	0
369	Early Literacy: Strengthening Outcomes Through Processes of Collaboration and Engagement. <i>Language Policy</i> , 2019, , 203-219.	0.2	0
370	Disrupting (Mis)Representation in the Literacy Achievement of (Under)Performing Youth. <i>Dixit</i> , 2019, 18, 111-165.	0.1	2
371	A Case Study of Controversy: The Cape York Aboriginal Australian Academy. <i>Language Policy</i> , 2019, , 247-270.	0.2	0
372	Afterword: Being Literate in "Australian"™: The Future Can. <i>Language Policy</i> , 2019, , 313-332.	0.2	0
373	Reflection literacy. <i>Language Context and Text the Social Semiotics Forum</i> , 2019, 1, 260-287.	0.5	0
374	Examining Early Composing: Children's™ Differential Writing Performance Based on Task Context and Scoring Conceptualization. <i>Early Education and Development</i> , 2022, 33, 139-163.	1.6	6
375	Characterizing Competing Tensions in Black Immigrant Literacies: Beyond Partial Representations of Success. <i>Reading Research Quarterly</i> , 0, , .	1.8	8
376	To do or not to do? Technological and social factors affecting vaccine coverage. <i>Technological Forecasting and Social Change</i> , 2022, 174, 121283.	6.2	2
377	L2 vocabulary learning from educational media: The influence of screen-based scaffolds on the incidental-intentional continuum. <i>TESOL Journal</i> , 2021, 12, e641.	0.6	5
378	Language-based Differences in the Literacy Performance of Bidialectal Youth. <i>Teachers College Record</i> , 2018, 120, 1-36.	0.4	8

#	ARTICLE	IF	CITATIONS
379	Silencing Invisibility: Toward a Framework for Black Immigrant Literacies. Teachers College Record, 2020, 122, 1-42.	0.4	13
380	The Effect of a Program Based on Thinking Maps on Developing EFL Learners' Reading Comprehension Skills and their Attitudes Towards Reading. Journal of Education, 2020, 77, 93-156.	0.0	0
381	Reading Difficulties in English Language that Facing the Ninth Graders and How to Deal with these Difficulties from the Point of View of Teachers in Jordan. Al-Maghlallat Al-ʿArabiyyat Li-ʿĀlām Wa ʿĀqfa Al-ʿĀlīf, 2020, 3, 47-94.	0.0	0
382	Using an Assessment System for Data-Driven Reform. Elementary School Journal, 0, , 000-000.	0.9	0
383	Does the Matthew effect have an impact on the reading skills of Turkish-speaking children?. Education 3-13, 2023, 51, 1103-1117.	0.6	1
387	Rapid Automatized Naming (RAN) as a Kindergarten Predictor of Future Reading in English: A Systematic Review and Meta-analysis. Reading Research Quarterly, 2022, 57, 1187-1211.	1.8	15
388	Teaching reading: Development and differentiation. Phi Delta Kappan, 2022, 103, 25-31.	0.4	1
389	The Literacy Learning Progressions and the Reading and writing standards: Some Critical Issues., 2022, 11, 23-27.		2
390	Writing assessment in early primary classrooms: thoughts from four teachers., 2022, 45, 85-101.		3
391	Shared Book Reading for Spanish-Speaking Emergent Bilinguals: A Review of Experimental Studies. Review of Educational Research, 2023, 93, 103-138.	4.3	3
392	A golden triangle? Reciprocal effects among morphological awareness, vocabulary knowledge, and reading comprehension in Chinese children. Contemporary Educational Psychology, 2022, 70, 102089.	1.6	4
393	Reading achievement declines during the COVID-19 pandemic: evidence from 5 million U.S. students in grades 3-8. Reading and Writing, 2023, 36, 245-261.	1.0	9
394	Reimagining Assessment of Literacy Skills for Adolescents With Intellectual Disabilities: A Tutorial for an Individualized Approach. Perspectives of the ASHA Special Interest Groups, 2022, 7, 1606-1618.	0.4	1
395	L2 teaching and learning in Waldorf schools – why performative?. SCENARIO: Journal for Performative Teaching, Learning, Research, 2022, XVI, 1-21.	0.0	1
396	The gappiness of Shakespeare. SCENARIO: Journal for Performative Teaching, Learning, Research, 2022, XVI, 40-55.	0.0	0
397	Role of Pakistan Reading Project (PRP) in Promoting Urdu Reading Skill at Primary Level in Azad Jammu and Kashmir., 2022, 3, 226-238.		0
398	Using Writing Workshops in Teacher Education to Build Writing Pedagogy and Equity-Oriented Mindsets. Advances in Higher Education and Professional Development Book Series, 2022, , 248-269.	0.1	1
399	The moderating effects of L2 proficiency on the relationship between reading and writing in L2 and across L1 and L2. Foreign Language Annals, 0, , .	0.6	0

#	ARTICLE	IF	CITATIONS
400	“Literacy is everywhere!” using digital technology to broaden how parents view the home literacy environment. <i>Applied Developmental Science</i> , 2023, 27, 389-402.	1.0	1
401	The impacts of performance-based assessment on reading comprehension achievement, academic motivation, foreign language anxiety, and students’ self-efficacy. <i>Language Testing in Asia</i> , 2022, 12, .	1.0	7
402	Serious Play for Serious Times. <i>Reading Teacher</i> , 2023, 76, 478-486.	0.4	6
403	The Unique Predictive Value of Dynamic Assessment of Character Decoding in Reading Development of Chinese Children from Grades 1 to 2. <i>Scientific Studies of Reading</i> , 2023, 27, 215-231.	1.3	3
404	KESULITAN MEMBACA PERMULAAN PADA PEMBELAJARAN BAHASA INGGRIS SISWA SEKOLAH DASAR. <i>Jurnal Cakrawala Pendas</i> , 2022, 8, 1593-1603.	0.1	0
405	Optimizing learning: an overview. , 2023, , 560-567.		1
406	Toward culturally relevant literacies with children and families of color. , 2023, , 180-197.		2
407	Reintroducing “development” into theories of the acquisition and growth of early literacy: developmental science approaches and the cultural-historical perspective of L. S. Vygotsky. , 2023, , 849-865.		0
408	Arts-based practices for literacy & language learning. , 2023, , 358-364.		0
409	Continuities, discontinuities and transition in early childhood literacy education at digital time. , 0, 2, 64-93.		1
410	Investing in early childhood development in preschool and at home. <i>Handbook of the Economics of Education</i> , 2023, , 1-91.	1.0	1
411	Exploring reading profiles of rural school students. <i>Annals of Dyslexia</i> , 2023, 73, 235-259.	1.2	1
412	Learning experiences vary across young children in the same classroom: evidence from the individualizing student instruction measure in the Boston Public Schools. <i>Early Childhood Research Quarterly</i> , 2023, 63, 313-326.	1.6	2
413	Embedding comprehension within reading acquisition processes. , 2010, 33, 87-107.		8
414	Young learners: Interpreting literacy practice in the preschool years. , 2013, 36, 38-47.		11
415	The development of a spelling assessment tool informed by Triple Word Form Theory. , 2015, 38, 72-82.		19
416	Patterns of teacher talk and children’s responses: The influence on young children’s oral language. , 2019, 42, 73-86.		11
417	The challenges of mapping literacy development across the years of schooling. , 2021, 44, 11-25.		1

#	ARTICLE	IF	CITATIONS
418	New Word Hunters: A family engagement strategy to extend Year 1 children's vocabulary. , 2020, 43, 129-140.		0
419	How do secondary school English teachers score NAPLAN? A snapshot of English teachers' views. , 2018, 41, 144-154.		6
420	Examining The Preschool to First-Grade Literacy and Language Outcomes of Black Children Experiencing a High-Quality Early Childhood Program. Elementary School Journal, 2023, 123, 367-395.	0.9	1
421	Reading comprehension strategies used by Chilean deaf adults. A think-aloud study. Deafness and Education International, 2023, 25, 228-247.	0.8	0
422	My child lags behind: Parents' perceptions of children's needs for language support, their home-literacy practices, and children's language skills. Early Childhood Research Quarterly, 2023, 64, 119-128.	1.6	1
423	How SES May Affect Reading Comprehension and Vocabulary in Language Minority Bilingual and Monolingual Children. Reading and Writing Quarterly, 2024, 40, 170-190.	0.6	0
424	A subversive pedagogy to empower marginalised students: an Australian study. Educational Review, 2024, 76, 116-131.	2.2	0
435	Overview of Selected Intelligence and Attainment Tests. , 2023, , 213-241.		0
436	Measurement, Quantitative Laws, and the Study of Growth in an Alternate Meta-Metre. , 2023, , 185-211.		0
437	Meta-Metres of Growth on Two Reading Attainment Tests. , 2023, , 61-86.		0
443	Sociocultural Variation in Literacy Development in Canada and the United States. , 2023, , 33-55.		0
445	Text Comprehension Dynamics: Time Parameters. , 2023, , 157-177.		0