Diagnosis and Treatment of Reading Disabilities Based

Journal of Learning Disabilities 41, 67-84

DOI: 10.1177/0022219407310838

Citation Report

#	Article	IF	CITATIONS
1	Gender ratios for reading disability: Are there really more boys than girls who are low-progress readers?. Australian Journal of Learning Difficulties, 2008, 13, 161-179.	0.2	12
2	Characteristics of Reading Disability Types in Middle School Students Classified ED. Behavioral Disorders, 2008, 34, 27-41.	0.8	8
3	Do Textbooks Used in University Reading Education Courses Conform to the Instructional Recommendations of the National Reading Panel?. Journal of Learning Disabilities, 2009, 42, 458-463.	1.5	47
4	Teaching a Dyslexic Student: A Personal View how Critical Incident Analysis can be used as an Effective Pedagogical Tool in Undergraduate Biosciences. Bioscience Education, 2009, 14, 1-11.	0.4	2
5	Revisiting the simple view of reading. British Journal of Educational Psychology, 2009, 79, 353-370.	1.6	110
6	Enhancing intermediate dyslexic learners' literacy skills: a Free State community project. Africa Education Review, 2009, 6, 295-307.	0.1	2
7	Differential Genetic Etiology of Reading Difficulties as a Function of IQ: An Update. Behavior Genetics, 2010, 40, 751-758.	1.4	29
8	Relationships between sixth-graders' reading comprehension and two different measures of print exposure. Reading and Writing, 2010, 23, 73-96.	1.0	52
9	Subgrouping of readers based on performance measures: a latent profile analysis. Reading and Writing, 2010, 23, 209-238.	1.0	29
10	Linking Mind, Brain, and Education to Clinical Practice: A Proposal for Transdisciplinary Collaboration. Mind, Brain, and Education, 2010, 4, 95-101.	0.9	12
11	Dyslexia and hyperlexia in bilinguals. Dyslexia, 2010, 16, 99-118.	0.8	10
13	Do More Boys Than Girls Have Reading Problems?. Journal of Learning Disabilities, 2010, 43, 418-429.	1.5	44
14	Estimating Gender Ratios of Poor Reading Using Large-Scale Assessments. Australian Journal of Education, 2010, 54, 190-222.	0.9	11
15	Reading Component Skills of Learners in Adult Basic Education. Journal of Learning Disabilities, 2010, 43, 108-121.	1.5	62
16	Defining Dyslexia. Journal of Learning Disabilities, 2010, 43, 229-243.	1.5	130
17	Is the Simple View of Reading too Simple?. Scandinavian Journal of Educational Research, 2010, 54, 451-469.	1.0	20
18	Relação entre variáveis psicossociais familiares e desempenho em leitura/escrita em crianças. Psicologia Escolar E Educacional, 2011, 15, 199-210.	0.3	11
19	The Preparation of Preservice Elementary Educators in Understanding and Applying the Terms, Concepts, and Practices Associated with Response to Intervention in Early Reading Contexts. Journal of School Leadership, 2011, 21, 360-389.	1.3	16

#	ARTICLE	IF	CITATIONS
20	Intervenção precoce em escolares de risco para a dislexia: revisão da literatura. Revista CEFAC: Actualização CientÃfica Em Fonoaudiologia, 2011, 13, 749-755.	0.2	2
21	Programa de remedia \tilde{A} § \tilde{A} £o fonol \tilde{A} 3gica em escolares com dificuldades de aprendizagem. Jornal Da Sociedade Brasileira De Fonoaudiologia, 2011, 23, 13-20.	0.4	5
22	Diagnosis: The Missing Ingredient in <scp>RTI</scp> Assessment. Reading Teacher, 2011, 65, 204-208.	0.4	9
23	Rapid letter naming performance to assist in identifying learning disabilities, autism and attention-deficit hyperactivity disorder. Effective Education, 2011, 3, 49-59.	0.3	0
24	The Componential Model of Reading. Journal of Learning Disabilities, 2012, 45, 406-417.	1.5	29
25	Componential Model of Reading (CMR). Journal of Learning Disabilities, 2012, 45, 387-390.	1.5	33
26	Cognitive Component of Componential Model of Reading Applied to Different Orthographies. Journal of Learning Disabilities, 2012, 45, 480-486.	1,5	131
27	The Simple View of Reading Redux. Journal of Learning Disabilities, 2012, 45, 453-466.	1.5	266
28	Ecological, Psychological, and Cognitive Components of Reading Difficulties. Journal of Learning Disabilities, 2012, 45, 391-405.	1.5	37
29	Relations Among Student Attention Behaviors, Teacher Practices, and Beginning Word Reading Skill. Journal of Learning Disabilities, 2012, 45, 418-432.	1.5	40
30	Do boys need different remedial reading instruction from girls?. Australian Journal of Learning Difficulties, 2012, 17, 1-15.	0.2	0
31	The Reading Efficiency Model. Journal of Learning Disabilities, 2012, 45, 467-479.	1.5	23
32	Components and Context. Journal of Learning Disabilities, 2012, 45, 433-452.	1.5	46
33	Reading and Related Skills in the Early School Years: Are boys really more likely to struggle?. International Journal of Disability Development and Education, 2012, 59, 341-358.	0.6	5
35	Legal and Definitional Issues Affecting the Identification and Education of Adults With Specific Learning Disabilities in Adult Education Programs. Journal of Learning Disabilities, 2012, 45, 5-16.	1.5	10
36	Subgroups of adult basic education learners with different profiles of reading skills. Reading and Writing, 2012, 25, 587-609.	1.0	21
37	Growth in reading-related skills of language minority learners and their classmates: more evidence for early identification and intervention. Reading and Writing, 2013, 26, 1159-1194.	1.0	55
38	Computer-assisted learning in young poor readers: The effect of grapho-syllabic training on the development of word reading and reading comprehension. Computers in Human Behavior, 2013, 29, 1368-1376.	5.1	31

#	ARTICLE	IF	Citations
39	How Simple is the Simple View of Reading?. Scandinavian Journal of Educational Research, 2013, 57, 292-308.	1.0	17
40	Examining the developmental dynamics between achievement strategies and different literacy skills. International Journal of Behavioral Development, 2013, 37, 173-181.	1.3	10
41	Curriculum-Based Measurement: A Brief History of Nearly Everything from the 1970s to the Present. ISRN Education, 2013, 2013, 1-29.	0.5	32
42	Reading component skills in dyslexia: word recognition, comprehension and processing speed. Frontiers in Psychology, 2014, 5, 1339.	1.1	17
43	Do reading disabilities explain the increase of depressive symptoms in late adolescence?. International Journal of Adolescence and Youth, 2014, 19, 174-189.	0.9	0
44	Assessment Fidelity in Reading Intervention Research. Review of Educational Research, 2014, 84, 275-321.	4.3	14
45	The simple view of reading in elementary school: A systematic review. Revista De Logopedia, Foniatria Y Audiologia, 2014, 34, 17-31.	0.4	30
47	Involvement of the right hemisphere in reading comprehension: A DTI study. Brain Research, 2014, 1582, 34-44.	1.1	49
49	Language Deficits in Poor L2 Comprehenders: The Simple View. Foreign Language Annals, 2015, 48, 635-658.	0.6	12
50	Development and interactions among academic performance, word recognition, listening, and reading comprehension. Psicologia: Reflexao E Critica, 2015, 28, 404-415.	0.4	6
51	Evidence-based practices to stimulate emergent literacy skills in kindergarten in France: A large-scale study. Teaching and Teacher Education, 2015, 50, 102-113.	1.6	13
52	Components of reading comprehension in adolescent first-language and second-language students from low-track schools. Reading and Writing, 2015, 28, 891-914.	1.0	15
53	Validation of the Simple View of Reading in Hebrew—A Semitic Language. Scientific Studies of Reading, 2015, 19, 243-252.	1.3	40
54	Computerized trainings in four groups of struggling readers: Specific effects on word reading and comprehension. Research in Developmental Disabilities, 2015, 45-46, 83-92.	1.2	18
55	Common Types of Reading Problems and How to Help Children Who Have Them. Reading Teacher, 2016, 69, 513-522.	0.4	17
56	Interventions in Learning Disabilities. Literacy Studies, 2016, , .	0.2	4
57	Early Oral Language Comprehension, Task Orientation, and Foundational Reading Skills as Predictors of Grade 3 Reading Comprehension. Reading Research Quarterly, 2016, 51, 373-390.	1.8	66
58	Written and Spoken Language Development across the Lifespan. Literacy Studies, 2016, , .	0.2	2

#	Article	IF	Citations
59	A simple model of Persian reading. Writing Systems Research, 2016, 8, 44-63.	0.2	3
60	How Portuguese and American teachers plan for literacy instruction. Annals of Dyslexia, 2016, 66, 71-90.	1.2	6
61	Adolescent reading skill and engagement with digital and traditional literacies as predictors of reading comprehension. British Journal of Psychology, 2016, 107, 209-238.	1.2	42
62	Linguistic and Cognitive Profiles of 8- to 15-Year-Old Children With Specific Reading Comprehension Difficulties. Journal of Learning Disabilities, 2017, 50, 128-142.	1.5	44
63	Early cognitive and linguistic profiles of different types of 7―to 8â€yearâ€old readers. Journal of Research in Reading, 2017, 40, S125.	1.0	8
64	A Comprehensive Examination of Reading Heterogeneity in Students with High Functioning Autism: Distinct Reading Profiles and Their Relation to Autism Symptom Severity. Journal of Autism and Developmental Disorders, 2017, 47, 1086-1101.	1.7	92
65	Characteristics and influence of home literacy environment in early childhood-centered literacy orientation. Proceedings of Singapore Healthcare, 2017, 26, 81-97.	0.2	7
66	A culturally responsive framework for enhancing phonological awareness development in children with speech and language impairment. Speech, Language and Hearing, 2017, 20, 163-173.	0.6	18
67	How do different cognitive and linguistic variables contribute to reading in Arabic? A cross-sectional study from first to sixth grade. Reading and Writing, 2017, 30, 1835-1867.	1.0	40
68	How simple is reading in Arabic? A crossâ€sectional investigation of reading comprehension from first to sixth grade. Journal of Research in Reading, 2017, 40, S1.	1.0	30
69	The roles of cognitive and language abilities in predicting decoding and reading comprehension: comparisons of dyslexia and specific language impairment. Annals of Dyslexia, 2017, 67, 201-218.	1.2	14
70	Reading Anxiety in L1: Reviewing the Concept. Early Childhood Education Journal, 2017, 45, 537-543.	1.6	22
71	Contribution of Word Reading Speed to Reading Comprehension in Brazilian Children: Does Speed Matter to the Comprehension Model?. Frontiers in Psychology, 2017, 8, 630.	1.1	9
72	Current Perspectives on Prevention of Reading and Writing Learning Disabilities. , 0, , .		2
73	Cognitive Diagnostic Analysis of Reading Comprehension Items: The Case of English Proficiency Assessment in Saudi Arabia. International Journal of School and Cognitive Psychology, 2017, 04, .	0.2	0
74	L'évaluation cognitive de la lecture au collègeÂ: synthèse des principaux outils de dépistage et de diagnostic des troubles spécifiques de la lecture et cognitifs associés. Psychologie Francaise, 2018, 63, 105-128.	0.2	0
75	Unpacking listening comprehension: the role of vocabulary, morphological awareness, and syntactic knowledge in reading comprehension. Reading and Writing, 2018, 31, 1741-1764.	1.0	43
76	Reading Comprehension Subgroups in Arabic: A Simple but Not a Multiplicative Model. Reading and Writing Quarterly, 2018, 34, 281-290.	0.6	0

#	Article	IF	CITATIONS
77	How Many U.S. High School Students Have a Foreign Language Reading "Disability� Reading Without Meaning and the Simple View. Journal of Learning Disabilities, 2018, 51, 194-208.	1.5	12
78	Using Kindergarten Language, Dialect Variation, and Child Behavior to Predict Second Grade Reading Ability in African American Children. Reading Psychology, 2018, 39, 763-786.	0.7	1
79	Evaluation informatisée de la compréhension en lecture d'enfants autistes sans déficience intellectuelle. Revue De Psychoéducation, 0, 47, 333-356.	0.3	1
80	The Simple View of Reading: Advancements and False Impressions. Remedial and Special Education, 2018, 39, 317-323.	1.7	71
81	Examining the Simple View of Reading With Elementary School Children: Still Simple After All These Years. Remedial and Special Education, 2018, 39, 260-273.	1.7	124
82	An analysis of the ecological components within a text structure intervention. Reading and Writing, 2018, 31, 2041-2064.	1.0	23
83	Simple View of Reading (SVR) in Different Orthographies: Seeing the Forest with the Trees. Literacy Studies, 2018, , 71-80.	0.2	12
84	From reading comprehension to document literacy: learning to search for, evaluate and integrate information across texts / De la lectura a la alfabetizaci \tilde{A}^3 n documental: aprender a buscar, evaluar e integrar informaci \tilde{A}^3 n de diversos textos. Infancia Y Aprendizaje, 2018, 41, 415-446.	0.5	19
85	Effectiveness of Reading-Strategy Interventions in Whole Classrooms: a Meta-Analysis. Educational Psychology Review, 2018, 30, 1215-1239.	5.1	44
86	Computer-based assessment of reading ability and subtypes of readers with reading comprehension difficulties: a study in French children from G2 to G9. European Journal of Psychology of Education, 2019, 34, 641-663.	1.3	10
88	Mathematics and Emotions: The Case of Math Anxiety. , 2019, , 469-503.		17
89	A better start to literacy learning: findings from a teacher-implemented intervention in children's first year at school. Reading and Writing, 2019, 32, 1989-2012.	1.0	28
90	The cognitive foundations of learning to read: a framework for preventing and remediating reading difficulties. Australian Journal of Learning Difficulties, 2019, 24, 75-93.	0.2	55
91	Why reading is a challenge for U.S. L2 learners: The impact of cognitive, ecological, and psychological factors in L2 comprehension. Foreign Language Annals, 2019, 52, 727-743.	0.6	6
92	A Longitudinal Analysis of the Trajectories and Predictors of Word Reading and Reading Comprehension Development Among At-Risk Readers. Journal of Learning Disabilities, 2019, 52, 195-208.	1.5	42
93	Contributions of vocabulary and discourse-level skills to reading comprehension among Chinese elementary school children. Applied Psycholinguistics, 2019, 40, 323-349.	0.8	8
94	Etiology of teacher knowledge and instructional skills for literacy at the upper elementary grades. Annals of Dyslexia, 2019, 69, 5-20.	1.2	18
95	Neuropsychological and environmental predictors of reading performance in Brazilian children. Applied Neuropsychology: Child, 2020, 9, 259-270.	0.7	8

#	Article	IF	CITATIONS
96	Dynamics of item reading and answer changing in two hearings in a computerized while-listening performance test: an eye-tracking study. Computer Assisted Language Learning, 2020, 33, 510-537.	4.8	15
97	The "GIST―of the reading comprehension problem in grades 4 and 5. Dyslexia, 2020, 26, 323-340.	0.8	12
98	Effects of a Multi-component Decoding Intervention for At-risk First Graders. Journal of Behavioral Education, 2020, , 1.	0.9	2
99	The Relationship between Executive Functions and Language Production in 5–6-Year-Old Children: Insights from Working Memory and Storytelling. Behavioral Sciences (Basel, Switzerland), 2020, 10, 52.	1.0	16
100	Do Textbooks Matter for Reading Comprehension? A Study in Flemish Primary Education. Frontiers in Psychology, 2020, 10, 2959.	1.1	1
101	The effects of reading and language intervention on literacy skills in children in a remote community: An exploratory randomized controlled trial. International Journal of Educational Research, 2020, 100, 101535.	1.2	4
102	An eye tracking study of digital text reading: a comparison between poor and typical readers. Reading and Writing, 2020, 33, 1925-1944.	1.0	9
103	Content Counts and Motivation Matters: Reading Comprehension in Third-Grade Students Who Are English Learners. AERA Open, 2020, 6, 233285841989907.	1.3	15
104	Educational therapy., 2020,, 99-123.		0
105	What makes a good reader? Worldwide insights from PIRLS 2016. Reading and Writing, 2021, 34, 231-272.	1.0	4
106	Teaching Reading Comprehension in Portuguese Primary and Middle Schools. Technology, Knowledge and Learning, 2021, 26, 339-354.	3.1	3
107	An Analysis of Comprehension Strategies and Skills Covered within Grade 3–5 Reading Textbooks in the United States. Technology, Knowledge and Learning, 2021, 26, 311-338.	3.1	12
108	Emergent Literacy Assessment in Children With Autism Spectrum Disorder Who Have Limited Verbal Communication Skills: A Tutorial. Language, Speech, and Hearing Services in Schools, 2021, 52, 165-180.	0.7	11
110	A Phonological Awareness Test in Arabic Language for Young Learners: Validation Study. International Journal of Applied Linguistics and English Literature, 2021, 9, 58.	0.1	0
111	Is Reading Comprehension Taken for Granted? An Analysis of Austrian Textbooks in Fourth and Sixth Grade. Technology, Knowledge and Learning, 2021, 26, 383-405.	3.1	2
112	An Analysis of Grade 4 Reading Textbooks used in Mainland China: Do the Texts and Activities Support Higher Order Reading Comprehension Skills?. Technology, Knowledge and Learning, 2021, 26, 251-291.	3.1	5
113	An Analysis of Reading Comprehension Questions in Kenyan English Textbooks. Technology, Knowledge and Learning, 2021, 26, 429-441.	3.1	2
114	Examining the reading-related competencies of struggling adult readers: nuances across reading comprehension assessments and performance levels. Reading and Writing, 2021, 34, 1569-1592.	1.0	3

#	Article	IF	Citations
115	Examining cognitive, motivational and environmental factors that relate to reading performance for children with English as a first or additional language Language Learning Journal, 0, , 1-14.	1.4	1
116	Examining the Reading and Cognitive Profiles of Students With Significant Reading Comprehension Difficulties. Learning Disability Quarterly, 2021, 44, 183-196.	0.9	16
117	Introduction to the Special Issue: Textbook Content and Organizationâ€"Why it Matters to Reading Comprehension in Elementary Grades?. Technology, Knowledge and Learning, 2021, 26, 243-249.	3.1	5
118	Reading Anxiety, Engagement, and Achievement: A Comparison of Emergent Bilinguals and English Monolinguals in the Elementary Grades. Reading Research Quarterly, 2022, 57, 353-376.	1.8	4
119	Identification and Characteristics of Strong, Average, and Weak Foreign Language Readers: The Simple View of Reading Model. Modern Language Journal, 2021, 105, 507-525.	1.3	5
120	Elementary Teachers' Knowledge of Foundational Literacy Skills: A Critical Piece of the Puzzle inÂthe Science of Reading. Reading Research Quarterly, 2021, 56, S287.	1.8	20
121	The Science of Reading Progresses: Communicating Advances Beyond the Simple View of Reading. Reading Research Quarterly, 2021, 56, S25.	1.8	100
122	Family socialization and loneliness correlate with third graders' reading comprehension. Reading and Writing, 2022, 35, 223-244.	1.0	3
123	Anxiety and depression among Chinese children with and without reading disabilities. Dyslexia, 2021, 27, 355-372.	0.8	8
124	Supporting struggling middle school readers: Impact of the Lexia® PowerUp Literacy® program. Journal of Applied Developmental Psychology, 2021, 77, 101329.	0.8	4
125	Can Textbook Analysis Help Us Understand Why Croatian Students Seldom Read Their Textbooks?. Technology, Knowledge and Learning, 2021, 26, 293-310.	3.1	4
127	Role of Orthography in Literacy Acquisition and Literacy Problems Among Monolinguals and Bilinguals. Literacy Studies, 2010, , 167-176.	0.2	2
128	Learning Differences and Medical Education. , 2014, , 157-171.		2
129	The Componential Model of Reading (CMR): Implications for Assessment and Instruction of Literacy Problems., 2019,, 3-18.		12
130	New Directions in Preservice and Inservice Professional Development for Teaching Students with and Without Specific Learning Disabilities in Middle Childhood and Early Adolescence. Literacy Studies, 2016, , 255-274.	0.2	1
131	Dyslexia: Why Is This Diagnosis so Challenging?. Perspectives on Language Learning and Education, 2014, 21, 98-113.	0.2	7
132	Emergent Bilinguals With Specific Reading Comprehension Deficits: A Comparative and Longitudinal Analysis. Journal of Learning Disabilities, 2022, 55, 002221942098324.	1.5	3
133	Developmental Characteristics of Word Decoding and Text Reading Fluency among Korean Children with Developmental Dyslexia. Communication Sciences and Disorders, 2017, 22, 272-283.	0.1	11

#	Article	IF	CITATIONS
134	Avaliação da Leitura no Brasil: Revisão da Literatura no Recorte 2009‑2013. Psicologia - Teoria E Prática, 2016, 18, 113-128.	0.0	4
135	Variáveis psicossociais e desempenho em leitura de crianças de baixo nÃvel socioeconômico. Psicologia: Teoria E Pesquisa, 2012, 28, 389-398.	0.1	11
136	Estudo fatorial dos componentes da leitura: velocidade, compreensão e reconhecimento de palavras. Psico-USF, 2012, 17, 273-283.	0.1	4
137	The Role of Calibration of Comprehension in Adolescence: From Theory to Online Training. Journal of Cognitive Education and Psychology, 2019, 18, 190-211.	0.2	2
138	L'apport des entraînements informatisés à la réduction des difficultés en lecture. Revue Francaise De Linguistique Appliquee, 2015, Vol. XX, 35-50.	1.0	2
139	Handbook of Reading Disability Research., 0, , .		16
141	Design Science Research para o Desenvolvimento de um Modelo da Participação em Bate-papo. ISys, 2015, 8, 18-41.	0.2	1
142	Avaliação das Estratégias de Leitura em Leitores TÃpicos e Disléxicos: Abordagem Neuropsicológica. Psicologia - Teoria E Prática, 2015, 17, 171-184.	0.0	1
143	Writing and Spelling Development: Impact of Liliana Tolchinsky's Research Over 30 Years. Literacy Studies, 2016, , 17-28.	0.2	0
144	The Drive Model of Reading. , 2018, , 118-135.		2
145	The Relationship of Executive Functions and Speech Production in Senior Preschool Children: Working Memory and Storytelling. KliniÄeskaÄ¢ I Specialʹnaâ Psihologiâ, 2019, 8, 56-84.	0.1	2
146	Illustration and Text Comprehension: Tales Study for Primary Students. Journal of Educational and Developmental Psychology, 2019, 9, 90.	0.0	О
147	Teachers and researchers as co-designers? A design-based research on reading comprehension instruction in primary education. Educational Design Research, 2020, 3, .	0.3	2
148	Roles of reading anxiety and working memory in reading comprehension in English as a second language. Learning and Individual Differences, 2021, 92, 102092.	1.5	12
149	A CONSCIÊNCIA FONOLÓGICA E SEU POTENCIAL PREDITIVO DE AQUISIÃ \ddagger Ã f O E APRENDIZADO DA LEITURA E E ESCRITA. Sygnum, 2016, 4, .	о. О.о	1
150	The Rationale, Focus, Features, and Uses of the Book. Literacy Studies, 2020, , 1-11.	0.2	О
151	Parental anxiety, endorsement of literacy learning, and home literacy practices among Chinese parents of young children. Reading and Writing, 2022, 35, 825-852.	1.0	3
152	COGNITIVE MODIFICATION IN STUDENTS WITH READING PROBLEMS AND ADHD-CT. Revista Puertorriqueña De PsicologÃa, 2018, 29, 302-315.	0.5	2

#	Article	IF	CITATIONS
153	Differing effects of the early sociocultural context on reading for Arabic- and English-speaking students. Language and Education, 0, , 1-19.	1.0	0
154	Reading comprehension of monolingual and bilingual children in primary school: the role of linguistic abilities and phonological processing skills. European Journal of Psychology of Education, 0, , .	1.3	5
155	What textbooks offer and what teachers teach: an analysis of the Dutch reading comprehension curriculum. Reading and Writing, 2022, 35, 1497-1523.	1.0	2
156	The discrepancy evaluation model in the implementation of online learning (on the basis of parents') Tj ETQq1	1.0.7843	14 rgBT /0
157	Vocabulary limitations undermine bilingual children's reading comprehension despite bilingual cognitive strengths. Reading and Writing, 2022, 35, 1651-1673.	1.0	5
158	Bolstering Middle School Students' Component Reading Skills: An Evaluation of the Lexia® PowerUp Literacy® Blended Learning Program. Computers in the Schools, 2022, 39, 80-97.	0.4	1
159	Introduction to the 2020 special issue for the Association for Reading and Writing in Asia (ARWA). Reading and Writing, 2022, 35, 797-801.	1.0	1
160	Validating a Reading Assessment Within the Cognitive Diagnostic Assessment Framework: Q-Matrix Construction and Model Comparisons for Different Primary Grades. Frontiers in Psychology, 2021, 12, 786612.	1.1	3
162	Heterogeneity in reading achievement and mindset of readers with reading difficulties. Reading and Writing, 2023, 36, 1-28.	1.0	1
163	Evaluation of the "Three Steps in Screening for Dyslexia―Assessment Protocol Designed for New Zealand Teachers. New Zealand Journal of Educational Studies, 0, , .	0.6	O
164	Understanding EFL reading anxiety in relation to learning motivation, attitudes and strategies for Chinese and Spanish undergraduates. System, 2022, 108, 102842.	1.7	7
165	Bending and Bowing: How Teachers Adapt a Vocabulary-Based Reading Program to Their Students Needs. Journal of Education, 0, , 002205742211126.	0.7	O
166	Building a framework to understand and address vulnerability to reading difficulties among children in schools in the United States. New Directions for Child and Adolescent Development, 2022, 2022, 9-26.	1.3	2
167	Role of radical position and character configuration in Chinese handwritten production. Reading and Writing, 0, , .	1.0	O
168	A Longitudinal Investigation of Directional Relations Between Domain Knowledge and Reading in the Elementary Years. Reading Research Quarterly, 0, , .	1.8	2
169	Reading intervention research with emergent bilingual students: a meta-analysis. Reading and Writing, $0, , .$	1.0	o
170	Upper Elementary Teachers' Knowledge of Reading Comprehension, Classroom Practice, and Student's Performance in Reading Comprehension. Reading Research Quarterly, 2023, 58, 351-360.	1.8	5
171	Vocabulary and reading comprehension: what are the links in 7―to 10 yearâ€old children?. Scandinavian Journal of Psychology, 2023, 64, 582-594.	0.8	3

#	Article	IF	CITATIONS
172	Learning and Well-Being in Multilingual Adolescents with Italian as L2: A Comparison with Monolingual Peers with and without a Learning Disorder. Sustainability, 2023, 15, 4381.	1.6	0
173	Dynamic tests as a language-free method for assessing reading in a multilingual setting. Journal of Cultural Cognitive Science, 0, , .	0.5	1
181	A cross-orthographic view of dyslexia identification. Journal of Cultural Cognitive Science, 2023, 7, 197-217.	0.5	2
183	Learning Differences and Medical Education. , 2023, , 205-221.		0
185	Sociocultural Variation in Literacy Development in Canada and the United States., 2023,, 33-55.		0
189	Inclusion of Travel Writing, Movement and Sign Languages into University Curricula: Case Study of Slovenia., 0, , .		0