

Ending the Reading Wars: Reading Acquisition From No

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Citation Report

#	ARTICLE	IF	CITATIONS
1	Do nonword reading tests for children measure what we want them to? An analysis of year 2 error responses. <i>Australian Journal of Learning Difficulties</i> , 2018, 23, 153-165.	0.2	7
2	Five Ways Speech-Language Pathologists Can Positively Impact Children With Dyslexia. <i>Language, Speech, and Hearing Services in Schools</i> , 2018, 49, 902-905.	0.7	8
3	What Research Tells Us About Reading Instruction. <i>Psychological Science in the Public Interest: A Journal of the American Psychological Society</i> , 2018, 19, 1-4.	6.7	10
4	After-School Programming and Intrinsic Motivation. , 2019, , .		0
5	How Do You Build a Group Program Based on the Principles of Intrinsic Motivation? Developing an After-School Program to Meet the Needs of all Students: Eight Years of Development. , 2019, , 49-98.		0
6	The importance of early phonics improvements for predicting later reading comprehension. <i>British Educational Research Journal</i> , 2019, 45, 1220-1234.	1.4	9
7	Performance of Australian children on the English Phonics Screening Check following systematic synthetic phonics instruction in the first two years of schooling. <i>Australian Journal of Learning Difficulties</i> , 2019, 24, 131-145.	0.2	2
8	Identical Genes, Unique Environments: A Qualitative Exploration of Persistent Monozygotic-Twin Discordance in Literacy and Numeracy. <i>Frontiers in Education</i> , 2019, 4, .	1.2	7
9	The Changing Role of Phonology in Reading Development. <i>Vision (Switzerland)</i> , 2019, 3, 23.	0.5	11
10	A small group intervention for older primary school-aged low-progress readers: Further evidence for efficacy. <i>Educational and Developmental Psychologist</i> , 2019, 36, 35-40.	0.4	2
11	Phonemic awareness in an oral German-origin Brazilian language: a study of Hunsrückisch and German bilinguals. <i>Ilha Do Desterro</i> , 2019, 72, 427-445.	0.0	1
12	South African Schooling: The Enigma of Inequality. , 2019, , .		24
13	“UNIFIED”: Bridging the Researcher-Practitioner Divide in Mind, Brain, and Education. <i>Mind, Brain, and Education</i> , 2019, 13, 298-312.	0.9	8
16	Word knowledge, learning and acquisition in a second language: Proposed replications of Elgort (2011) and Qiao and Forster (2017). <i>Language Teaching</i> , 2022, 55, 260-270.	1.6	2
17	Deaf readers benefit from lexical feedback during orthographic processing. <i>Scientific Reports</i> , 2019, 9, 12321.	1.6	17
18	Associations between language and literacy skills and sight word learning for native and nonnative English-speaking kindergarteners. <i>Reading and Writing</i> , 2019, 32, 1681-1704.	1.0	2
19	Characterizing the knowledge of educators receiving training in systematic literacy instruction. <i>Annals of Dyslexia</i> , 2019, 69, 21-33.	1.2	14
20	A meta-analysis on the effectiveness of phonics instruction for teaching decoding skills to students with intellectual disability. <i>Educational Research Review</i> , 2019, 26, 52-70.	4.1	30

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21	If We Donâ€™t Look, We Wonâ€™t See: Measuring Language Development to Inform Literacy Instruction. Policy Insights From the Behavioral and Brain Sciences, 2019, 6, 210-217.	1.4	42
22	Automatic Construction of a Phonics Curriculum for Reading Education Using the Transformer Neural Network. Lecture Notes in Computer Science, 2019, , 226-231.	1.0	4
23	Shaping the Future of Education, Communication and Technology. Educational Communications and Technology Yearbook, 2019, , .	0.7	0
24	Literacy Advantages Beyond Reading: Prediction of Spoken Language. Trends in Cognitive Sciences, 2019, 23, 464-475.	4.0	51
25	Reviewing How Preservice Teachers Are Prepared to Teach Reading Processes: What the Literature Suggests and Overlooks. Journal of Literacy Research, 2019, 51, 177-195.	0.5	13
26	Childrenâ€™s reading difficulties, language, and reflections on the simple view of reading. Australian Journal of Learning Difficulties, 2019, 24, 47-73.	0.2	93
27	A Review of Deep Learning in the Last 3 Years. Educational Communications and Technology Yearbook, 2019, , 39-51.	0.7	0
28	Fast mapping short and long words: Examining the influence of phonological short-term memory and receptive vocabulary in children with developmental language disorder. Journal of Communication Disorders, 2019, 79, 11-23.	0.8	16
29	Development of context-sensitive pronunciation in reading: The case of â€ˆcâ€™ and â€ˆgâ€™. Journal of Experimental Child Psychology, 2019, 182, 114-125.	0.7	6
30	Embedded stems as a bootstrapping mechanism for morphological parsing during reading development. Journal of Experimental Child Psychology, 2019, 182, 196-210.	0.7	18
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33	Modelling the relationship of accurate and fluent word recognition in primary school. Learning and Individual Differences, 2019, 76, 101779.	1.5	13
34	Longitudinal associations between conflict monitoring and emergent academic skills: An eventâ€™related potentials study. Developmental Psychobiology, 2019, 61, 495-512.	0.9	6
35	Spelling in Children With Cochlear Implants: Evidence of Underlying Processing Differences. Journal of Deaf Studies and Deaf Education, 2019, 24, 161-172.	0.7	5
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37	Can an app a day keep illiteracy away? Piloting the efficacy of Reading Doctor apps for preschoolers with developmental language disorder. International Journal of Speech-Language Pathology, 2020, 22, 454-465.	0.6	7
38	Text reading speed in a language with a shallow orthography benefits less from comprehension as reading ability matures. British Journal of Educational Psychology, 2020, 90, 91-104.	1.6	7

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39	Pre-Schoolers' Home Numeracy and Home Literacy Experiences and Their Relationships with Early Number Skills: Evidence from a UK Study. <i>Early Education and Development</i> , 2020, 31, 113-136.	1.6	16
40	A Comparison of Children Aged 4-5 Years Learning to Read Through Instructional Texts Containing Either a High or a Low Proportion of Phonically-Decodable Words. <i>Early Childhood Education Journal</i> , 2020, 48, 39-47.	1.6	6
41	Breaking the reading code: Letter knowledge when children break the reading code the first year in school. <i>New Ideas in Psychology</i> , 2020, 57, 100756.	1.2	10
42	Dyslexia and Developmental Language Disorder: comorbid disorders with distinct effects on reading comprehension. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2020, 61, 672-680.	3.1	70
43	Interventions for dyslexia in Brazil: a scoping review discussed within the perspective of international best practice. <i>Australian Journal of Learning Difficulties</i> , 2020, 25, 1-30.	0.2	2
44	Understanding prosody and morphology in school-age children's reading. <i>Reading and Writing</i> , 2020, 33, 1295-1324.	1.0	5
45	Why Science Succeeds, and Sometimes Doesn't. , 2020, , 39-67.		1
46	Attitudes to school and reading achievement among secondary school students. <i>Australian Journal of Education</i> , 2020, 64, 5-24.	0.9	3
47	Does English Have Useful Syllable Division Patterns?. <i>Reading Research Quarterly</i> , 2020, 55, S145.	1.8	11
48	The relationships between oral language and reading instruction: Evidence from a computational model of reading. <i>Cognitive Psychology</i> , 2020, 123, 101336.	0.9	9
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50	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
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52	SOLAR: The Science of Language and Reading. <i>Child Language Teaching and Therapy</i> , 2021, 37, 222-233.	0.4	13
53	The role of word-recognition accuracy in the development of word-recognition speed and reading comprehension in primary school: A longitudinal examination. <i>Cognitive Development</i> , 2020, 56, 100949.	0.7	10
54	Morphemes as letter chunks: Discovering affixes through visual regularities. <i>Journal of Memory and Language</i> , 2020, 115, 104152.	1.1	14
55	Associations of Reading Knowledge with Kindergarten and First Grade Teachers' Reported Instructional Strategies. <i>Literacy Research and Instruction</i> , 2020, 59, 277-297.	0.6	5
56	Reading-Network in Developmental Dyslexia before and after Visual Training. <i>Symmetry</i> , 2020, 12, 1842.	1.1	7

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57	Methodologies and Intelligent Systems for Technology Enhanced Learning, 10th International Conference. Advances in Intelligent Systems and Computing, 2020, , .	0.5	2
58	Instructional psychology and teaching reading: Ending the reading wars. Educational and Developmental Psychologist, 2020, 37, 123-132.	0.4	8
59	Orthographic learning of novel words in adults: effects of exposure and visual attention on eye movements. Journal of Cognitive Psychology, 2020, 32, 785-804.	0.4	5
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68	Integrating statistical learning into cognitive science. Journal of Memory and Language, 2020, 115, 104167.	1.1	12
69	The dyslexia debate: life without the label. Oxford Review of Education, 2020, 46, 487-500.	1.4	14
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71	Building Content Knowledge to Boost Comprehension in the Primary Grades. Reading Research Quarterly, 2020, 55, S99.	1.8	39
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75	Defining and understanding dyslexia: past, present and future. <i>Oxford Review of Education</i> , 2020, 46, 501-513.	1.4	116
76	Researching the efficacy of a reading intervention: An object lesson. <i>Educational and Developmental Psychologist</i> , 2020, 37, 147-151.	0.4	2
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80	Predicting Arabic word reading: A cross-classified generalized random-effects analysis showing the critical role of morphology. <i>Annals of Dyslexia</i> , 2020, 70, 200-219.	1.2	15
81	Learning to Read and Dyslexia: From Theory to Intervention Through Personalized Computational Models. <i>Current Directions in Psychological Science</i> , 2020, 29, 293-300.	2.8	31
82	A Review of Online Dyslexia Learning Modules. <i>Frontiers in Education</i> , 2020, 5, .	1.2	4
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84	The Cognitive Foundations of Reading and Its Acquisition. <i>Literacy Studies</i> , 2020, , .	0.2	14
85	The Neural Signature of Statistical Learning of Orthography. <i>Frontiers in Human Neuroscience</i> , 2020, 14, 26.	1.0	6
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87	Computer-supported early literacy intervention effects in preschool and kindergarten: A meta-analysis. <i>Educational Research Review</i> , 2020, 30, 100325.	4.1	32
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93	The effects of reading and language intervention on literacy skills in children in a remote community: An exploratory randomized controlled trial. <i>International Journal of Educational Research</i> , 2020, 100, 101535.	1.2	4
94	Effectiveness of spelling interventions for learners with dyslexia: A meta-analysis and systematic review. <i>Educational Psychologist</i> , 2020, 55, 1-20.	4.7	70
95	Reconsidering the Evidence That Systematic Phonics Is More Effective Than Alternative Methods of Reading Instruction. <i>Educational Psychology Review</i> , 2020, 32, 681-705.	5.1	38
96	Variations in the use of simple and context-sensitive grapheme-phoneme correspondences in English and German developing readers. <i>Annals of Dyslexia</i> , 2020, 70, 180-199.	1.2	7
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129	Which Data Do Elementary School Teachers Use to Determine Reading Difficulties in Their Students?. <i>Journal of Learning Disabilities</i> , 2021, 54, 349-364.	1.5	4



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131	Handlungsorientierte Spracharbeit. , 2021, , 97-153.		0
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156	Is the Science of Reading Just the Science of Reading English?. <i>Reading Research Quarterly</i> , 2021, 56, S391.	1.8	31
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166	Cognitive Retroactive Transfer of Language Skills From English as a Foreign Language to Hebrew as the First Language. <i>Journal of Learning Disabilities</i> , 2022, 55, 213-228.	1.5	5
167	The Effects of a Wholeâ€”Class Kindergarten Handwriting Intervention on Early Reading Skills. <i>Reading Research Quarterly</i> , 2021, 56, S193.	1.8	1

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