

Keith E Stanovich

List of Publications by Year in Descending Order

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The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

193
papers

27,588
citations

77
h-index

165
g-index

194
ext. papers

30,504
ext. citations

3.4
avg, IF

7.58
L-index

#	Paper	IF	Citations
193	The need for intellectual diversity in psychological science: Our own studies of actively open-minded thinking as a case study. <i>Cognition</i> , 2019 , 187, 156-166	3.5	22
192	Intelligence and Rationality 2019 , 1106-1139		1
191	Miserliness in human cognition: the interaction of detection, override and mindware. <i>Thinking and Reasoning</i> , 2018 , 24, 423-444	2.6	67
190	Mind, rationality, and cognition: An interdisciplinary debate. <i>Psychonomic Bulletin and Review</i> , 2018 , 25, 793-826	4.1	28
189	How to Think Rationally about World Problems. <i>Journal of Intelligence</i> , 2018 , 6,	2.4	4
188	RATIONALITY AND TYPE 1 PROCESSING. <i>American Journal of Psychology</i> , 2018 , 131, 231	0.5	
187	Rethinking the Concept of Learning Disabilities 2018 , 113-143		0
186	The Mythical Dual-Process Typology. <i>Trends in Cognitive Sciences</i> , 2018 , 22, 667-668	14	36
185	Real-World Correlates of Performance on Heuristics and Biases Tasks in a Community Sample. <i>Journal of Behavioral Decision Making</i> , 2017 , 30, 541-554	2.4	32
184	The Comprehensive Assessment of Rational Thinking. <i>Educational Psychologist</i> , 2016 , 51, 23-34	6.8	39
183	The Rationality Quotient 2016 ,		97
182	Meta-Rationality in Cognitive Science. <i>Journal of Marketing Behavior</i> , 2015 , 1, 147-156	0.5	8
181	Assessing Cognitive Abilities: Intelligence and More. <i>Journal of Intelligence</i> , 2014 , 2, 8-11	2.4	3
180	Assessing miserly information processing: An expansion of the Cognitive Reflection Test. <i>Thinking and Reasoning</i> , 2014 , 20, 147-168	2.6	330
179	Rational thinking and cognitive sophistication: development, cognitive abilities, and thinking dispositions. <i>Developmental Psychology</i> , 2014 , 50, 1037-48	3.7	80
178	The Assessment of Rational Thinking: IQ [RQ]. <i>Teaching of Psychology</i> , 2014 , 41, 265-271	0.7	4
177	Dual process theory and the context of choice: Comments on Dhar and Gorf. <i>Journal of Consumer Psychology</i> , 2013 , 23, 561-563	3.1	1

176	Myside Bias, Rational Thinking, and Intelligence. <i>Current Directions in Psychological Science</i> , 2013 , 22, 259-264	6.5	157
175	Dual-Process Theories of Higher Cognition: Advancing the Debate. <i>Perspectives on Psychological Science</i> , 2013 , 8, 223-41	9.8	1833
174	Theory and Metatheory in the Study of Dual Processing: Reply to Comments. <i>Perspectives on Psychological Science</i> , 2013 , 8, 263-71	9.8	88
173	Practitioner review: do performance-based measures and ratings of executive function assess the same construct?. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2013 , 54, 131-43	7.9	657
172	Why humans are (sometimes) less rational than other animals: Cognitive complexity and the axioms of rational choice. <i>Thinking and Reasoning</i> , 2013 , 19, 1-26	2.6	46
171	Environments for fast and slow thinking. <i>Trends in Cognitive Sciences</i> , 2012 , 16, 198-199	14	1
170	Cognitive sophistication does not attenuate the bias blind spot. <i>Journal of Personality and Social Psychology</i> , 2012 , 103, 506-19	6.5	143
169	Defining features versus incidental correlates of Type 1 and Type 2 processing. <i>Mind and Society</i> , 2012 , 11, 3-13	0.9	108
168	On the Distinction Between Rationality and Intelligence: Implications for Understanding Individual Differences in Reasoning 2012 ,		35
167	The complexity of developmental predictions from dual process models. <i>Developmental Review</i> , 2011 , 31, 103-118	7.4	123
166	The Cognitive Reflection Test as a predictor of performance on heuristics-and-biases tasks. <i>Memory and Cognition</i> , 2011 , 39, 1275-89	2.2	528
165	Normative models in psychology are here to stay. <i>Behavioral and Brain Sciences</i> , 2011 , 34, 268-269	0.9	12
164	Decision-making and cognitive abilities: A review of associations between Iowa Gambling Task performance, executive functions, and intelligence. <i>Clinical Psychology Review</i> , 2010 , 30, 562-81	10.8	201
163	How teachers would spend their time teaching language arts: the mismatch between self-reported and best practices. <i>Journal of Learning Disabilities</i> , 2009 , 42, 418-30	2.7	56
162	Matthew Effects in Reading: Some Consequences of Individual Differences in the Acquisition of Literacy. <i>Journal of Education</i> , 2009 , 189, 23-55	0.5	103
161	Distinguishing the reflective, algorithmic, and autonomous minds: Is it time for a tri-process theory? 2009 , 55-88		182
160	Heuristics and biases as measures of critical thinking: Associations with cognitive ability and thinking dispositions.. <i>Journal of Educational Psychology</i> , 2008 , 100, 930-941	5.3	208
159	On the failure of cognitive ability to predict Myside and one-sided thinking biases. <i>Thinking and Reasoning</i> , 2008 , 14, 129-167	2.6	98

158	On the relative independence of thinking biases and cognitive ability. <i>Journal of Personality and Social Psychology</i> , 2008 , 94, 672-95	6.5	498
157	Higher-order preferences and the Master Rationality Motive. <i>Thinking and Reasoning</i> , 2008 , 14, 111-127	2.6	46
156	The development of rational thought: a taxonomy of heuristics and biases. <i>Advances in Child Development and Behavior</i> , 2008 , 36, 251-85	2.9	61
155	The reasoning skills and thinking dispositions of problem gamblers: a dual-process taxonomy. <i>Journal of Behavioral Decision Making</i> , 2007 , 20, 103-124	2.4	67
154	The psychology of decision making in a unified behavioral science. <i>Behavioral and Brain Sciences</i> , 2007 , 30, 41-42	0.9	
153	Natural myside bias is independent of cognitive ability. <i>Thinking and Reasoning</i> , 2007 , 13, 225-247	2.6	194
152	Cognitive ability, thinking dispositions, and instructional set as predictors of critical thinking. <i>Learning and Individual Differences</i> , 2007 , 17, 115-127	3.1	102
151	Memetics and money. <i>Behavioral and Brain Sciences</i> , 2006 , 29, 194-195	0.9	1
150	Fluid intelligence as cognitive decoupling. <i>Behavioral and Brain Sciences</i> , 2006 , 29, 139-140	0.9	3
149	The Future of a Mistake: Will Discrepancy Measurement Continue to Make the Learning Disabilities Field a Pseudoscience?. <i>Learning Disability Quarterly</i> , 2005 , 28, 103-106	0.6	83
148	Thinking about personal theories: individual differences in the coordination of theory and evidence. <i>Personality and Individual Differences</i> , 2005 , 38, 1149-1161	3.3	68
147	On the coexistence of cognitivism and intertemporal bargaining. <i>Behavioral and Brain Sciences</i> , 2005 , 28, 661-662	0.9	2
146	Balance in psychological research: The dual process perspective. <i>Behavioral and Brain Sciences</i> , 2004 , 27, 357-358	0.9	10
145	Differential relationships between RAN performance, behaviour ratings, and executive function measures: Searching for a double dissociation. <i>Reading and Writing</i> , 2004 , 17, 891-914	2.1	16
144	Disciplinary knowledge of K-3 teachers and their knowledge calibration in the domain of early literacy. <i>Annals of Dyslexia</i> , 2004 , 54, 139-67	1.8	204
143	Metarepresentation and the great cognitive divide: a commentary on Henriques's "psychology defined". <i>Journal of Clinical Psychology</i> , 2004 , 60, 1263-6	2.8	16
142	The Robot's Rebellion 2004 ,		243
141	Understanding the Styles of Science in the Study of Reading. <i>Scientific Studies of Reading</i> , 2003 , 7, 105-136		20

140	The Fundamental Computational Biases of Human Cognition: Heuristics That (Sometimes) Impair Decision Making and Problem Solving 2003 , 291-342		28
139	The rationality debate as a progressive research program. <i>Behavioral and Brain Sciences</i> , 2003 , 26, 531-539		44
138	Individual Differences in Thinking, Reasoning, and Decision Making 2003 , 375-409		5
137	Is probability matching smart? Associations between probabilistic choices and cognitive ability. <i>Memory and Cognition</i> , 2003 , 31, 243-51	2.2	86
136	Cost-Benefit reasoning in students with multiple secondary school suspensions. <i>Personality and Individual Differences</i> , 2003 , 35, 1061-1072	3.3	11
135	Associations between myside bias on an informal reasoning task and amount of post-secondary education. <i>Applied Cognitive Psychology</i> , 2003 , 17, 851-860	2.1	97
134	Why the timing deficit hypothesis does not explain reading disability in adults. <i>Reading and Writing</i> , 2002 , 15, 73-107	2.1	52
133	Individual Differences in Reasoning: Implications for the Rationality Debate? 2002 , 421-440		90
132	The domain specificity and generality of disjunctive reasoning: Searching for a generalizable critical thinking skill.. <i>Journal of Educational Psychology</i> , 2002 , 94, 197-209	5.3	51
131	Orthographic learning during reading: examining the role of self-teaching. <i>Journal of Experimental Child Psychology</i> , 2002 , 82, 185-99	2.3	171
130	Heuristic and analytic processing: age trends and associations with cognitive ability and cognitive styles. <i>Journal of Experimental Child Psychology</i> , 2002 , 83, 26-52	2.3	193
129	Converging evidence for the concept of orthographic processing. <i>Reading and Writing</i> , 2001 , 14, 549-568	2.1	141
128	The domain specificity and generality of mental contamination: Accuracy and projection in judgments of mental content. <i>British Journal of Psychology</i> , 2001 , 92, 281-302	4	10
127	Reductionism in the study of intelligence. <i>Trends in Cognitive Sciences</i> , 2001 , 5, 91-92	14	1
126	The Rationality of Educating for Wisdom. <i>Educational Psychologist</i> , 2001 , 36, 247-251	6.8	14
125	Individual differences in reasoning: implications for the rationality debate?. <i>Behavioral and Brain Sciences</i> , 2000 , 23, 645-65; discussion 665-726	0.9	2515
124	Advancing the rationality debate. <i>Behavioral and Brain Sciences</i> , 2000 , 23, 701-717	0.9	195
123	The Connection Between Reaction Time and Variation in Reading Ability: Unravelling Covariance Relationships With Cognitive Ability and Phonological Sensitivity. <i>Scientific Studies of Reading</i> , 2000 , 4, 41-53	3.8	24

122	The sociopsychometrics of learning disabilities. <i>Journal of Learning Disabilities</i> , 1999 , 32, 350-61	2.7	116
121	Discrepancies between normative and descriptive models of decision making and the understanding/acceptance principle. <i>Cognitive Psychology</i> , 1999 , 38, 349-85	3.1	144
120	Patterns of word and nonword processing in skilled and less-skilled readers. <i>Reading and Writing</i> , 1999 , 11, 465-487	2.1	11
119	The domain specificity and generality of belief bias: Searching for a generalizable critical thinking skill.. <i>Journal of Educational Psychology</i> , 1999 , 91, 497-510	5.3	251
118	Cognitive Neuroscience and Educational Psychology: What Season Is It?. <i>Educational Psychology Review</i> , 1998 , 10, 419-426	7.1	6
117	Who uses base rates and P(D/approximately H)? An analysis of individual differences. <i>Memory and Cognition</i> , 1998 , 26, 161-79	2.2	52
116	Refining the Phonological Core Deficit Model. <i>Child and Adolescent Mental Health</i> , 1998 , 3, 17-21	2.2	3
115	Individual Differences in Framing and Conjunction Effects. <i>Thinking and Reasoning</i> , 1998 , 4, 289-317	2.6	158
114	Cognitive Ability and Variation in Selection Task Performance. <i>Thinking and Reasoning</i> , 1998 , 4, 193-230	2.6	234
113	The Influence of Print Exposure on Syllogistic Reasoning and Knowledge of Mental-State Verbs. <i>Scientific Studies of Reading</i> , 1998 , 2, 81-96	3.8	13
112	Refining the Phonological Core Deficit Model. <i>Child Psychology and Psychiatry Review</i> , 1998 , 3, 17-21		21
111	Regularity effects and the phonological deficit model of reading disabilities: A meta-analytic review.. <i>Journal of Educational Psychology</i> , 1998 , 90, 279-293	5.3	49
110	Individual differences in rational thought.. <i>Journal of Experimental Psychology: General</i> , 1998 , 127, 161-188	4.7	543
109	The Role of IQ in the Diagnosis of Reading Disorders: The Quest for a Subtype Based on Aptitude/Achievement Discrepancy. <i>Neuropsychology and Cognition</i> , 1998 , 105-136		6
108	Further Thoughts on Aptitude/ Achievement Discrepancy. <i>Educational Psychology in Practice</i> , 1997 , 13, 3-8	0.5	18
107	Reasoning independently of prior belief and individual differences in actively open-minded thinking.. <i>Journal of Educational Psychology</i> , 1997 , 89, 342-357	5.3	355
106	Early reading acquisition and its relation to reading experience and ability 10 years later.. <i>Developmental Psychology</i> , 1997 , 33, 934-945	3.7	878
105	Converging evidence for phonological and surface subtypes of reading disability.. <i>Journal of Educational Psychology</i> , 1997 , 89, 114-127	5.3	247

104	The Assessment of Adults with Reading Disabilities: What Can We Learn from Experimental Tasks?. <i>Journal of Research in Reading</i> , 1997 , 20, 42-54	2.1	54
103	The domain specificity and generality of overconfidence: Individual differences in performance estimation bias. <i>Psychonomic Bulletin and Review</i> , 1997 , 4, 387-392	4.1	65
102	The Relationships between Phonological Sensitivity, Syntactic Processing, and Verbal Working Memory in the Reading Performance of Third-Grade Children. <i>Journal of Experimental Child Psychology</i> , 1996 , 63, 563-82	2.3	157
101	Decentered thought and consequentialist decision making. <i>Behavioral and Brain Sciences</i> , 1996 , 19, 323-324	2.4	2
100	Using children's literacy activities to predict growth in verbal cognitive skills: A longitudinal investigation.. <i>Journal of Educational Psychology</i> , 1996 , 88, 296-304	5.3	69
99	Toward a More Inclusive Definition of Dyslexia. <i>Dyslexia</i> , 1996 , 2, 154-166	1.6	60
98	Toward a More Inclusive Definition of Dyslexia 1996 , 2, 154		1
97	How research might inform the debate about early reading acquisition. <i>Journal of Research in Reading</i> , 1995 , 18, 87-105	2.1	50
96	Components of phonological awareness. <i>Reading and Writing</i> , 1995 , 7, 171-188	2.1	178
95	Knowledge growth and maintenance across the life span: The role of print exposure.. <i>Developmental Psychology</i> , 1995 , 31, 811-826	3.7	123
94	An Exchange: Reconceptualizing Intelligence: Dysrationalia as an Intuition Pump. <i>Educational Researcher</i> , 1994 , 23, 11	4.8	
93	The Evolving Concept of Rationality: A Rejoinder to Sternberg. <i>Educational Researcher</i> , 1994 , 23, 33-33	4.8	2
92	Reconceptualizing Intelligence: Dysrationalia as an Intuition Pump. <i>Educational Researcher</i> , 1994 , 23, 11-21	4.8	30
91	Annotation: does dyslexia exist?. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 1994 , 35, 579-95	7.9	146
90	Constructivism in Reading Education. <i>Journal of Special Education</i> , 1994 , 28, 259-274	1.4	37
89	Phenotypic performance profile of children with reading disabilities: A regression-based test of the phonological-core variable-difference model.. <i>Journal of Educational Psychology</i> , 1994 , 86, 24-53	5.3	921
88	Reply to Taylor. <i>Reading Research Quarterly</i> , 1994 , 29, 290	2.6	1
87	Does reading make you smarter? Literacy and the development of verbal intelligence. <i>Advances in Child Development and Behavior</i> , 1993 , 24, 133-80	2.9	67

86	Reading in the Real World and Its Correlates. <i>Reading Research Quarterly</i> , 1993 , 28, 34	2.6	90
85	It's Practical to Be Rational. <i>Journal of Learning Disabilities</i> , 1993 , 26, 524-532	2.7	5
84	Dysrationalia: a new specific learning disability. <i>Journal of Learning Disabilities</i> , 1993 , 26, 501-15	2.7	65
83	Where does knowledge come from? Specific associations between print exposure and information acquisition.. <i>Journal of Educational Psychology</i> , 1993 , 85, 211-229	5.3	140
82	Understanding and Teaching Reading: An Interactive Model. <i>American Journal of Psychology</i> , 1993 , 106, 456	0.5	
81	The developmental history of an illusion. <i>Behavioral and Brain Sciences</i> , 1993 , 16, 80-81	0.9	1
80	Children's literacy environments and early word recognition subskills. <i>Reading and Writing</i> , 1993 , 5, 193-204		87
79	Problems in the Differential Diagnosis of Reading Disabilities 1993 , 3-31		9
78	The Language Code: Issues in Word Recognition. <i>Recent Research in Psychology</i> , 1993 , 111-135		10
77	Commentary: Response to Christensen. <i>Reading Research Quarterly</i> , 1992 , 27, 279	2.6	6
76	Predicting growth in reading ability from children's exposure to print. <i>Journal of Experimental Child Psychology</i> , 1992 , 54, 74-89	2.3	153
75	Studying the consequences of literacy within a literate society: the cognitive correlates of print exposure. <i>Memory and Cognition</i> , 1992 , 20, 51-68	2.2	211
74	Multiple indicators of children's reading habits and attitudes: Construct validity and cognitive correlates.. <i>Journal of Educational Psychology</i> , 1992 , 84, 489-503	5.3	96
73	Information Processing Models 1992 , 352-371		2
72	Damn! There goes that ghost again!. <i>Behavioral and Brain Sciences</i> , 1991 , 14, 696-698	0.9	80
71	Cognitive Science Meets Beginning Reading. <i>Psychological Science</i> , 1991 , 2, 70-83	7.9	50
70	The Incidental Acquisition of Information from Reading. <i>Psychological Science</i> , 1991 , 2, 325-330	7.9	71
69	The causes and consequences of differences in reading fluency. <i>Theory Into Practice</i> , 1991 , 30, 176-184	1.6	69

68	Tracking the unique effects of print exposure in children: Associations with vocabulary, general knowledge, and spelling.. <i>Journal of Educational Psychology</i> , 1991 , 83, 264-274	5.3	301
67	Discrepancy Definitions of Reading Disability: Has Intelligence Led Us Astray?. <i>Reading Research Quarterly</i> , 1991 , 26, 7	2.6	304
66	Conceptual and Empirical Problems with Discrepancy Definitions of Reading Disability. <i>Learning Disability Quarterly</i> , 1991 , 14, 269-280	0.6	57
65	The Psychology of Reading: Evolutionary and Revolutionary Developments. <i>Annual Review of Applied Linguistics</i> , 1991 , 12, 3-30	3.6	12
64	And then a miracle happens□ <i>Behavioral and Brain Sciences</i> , 1990 , 13, 684-685	0.9	
63	Assessing print exposure and orthographic processing skill in children: A quick measure of reading experience.. <i>Journal of Educational Psychology</i> , 1990 , 82, 733-740	5.3	260
62	Concepts in developmental theories of reading skill: Cognitive resources, automaticity, and modularity. <i>Developmental Review</i> , 1990 , 10, 72-100	7.4	246
61	A Call for an End to the Paradigm Wars in Reading Research. <i>Journal of Literacy Research</i> , 1990 , 22, 221-231		29
60	Has the learning disabilities field lost its intelligence?. <i>Journal of Learning Disabilities</i> , 1989 , 22, 487-92	2.7	42
59	Learning disabilities in broader context. <i>Journal of Learning Disabilities</i> , 1989 , 22, 287-91, 297	2.7	4
58	Various varying views on variation. <i>Journal of Learning Disabilities</i> , 1989 , 22, 366-9	2.7	9
57	Implicit Philosophies of Mind: The Dualism Scale and Its Relation to Religiosity and Belief in Extrasensory Perception. <i>Journal of Psychology: Interdisciplinary and Applied</i> , 1989 , 123, 5-23	2.7	141
56	Exposure to Print and Orthographic Processing. <i>Reading Research Quarterly</i> , 1989 , 24, 402	2.6	523
55	The right and wrong places to look for the cognitive locus of reading disability. <i>Annals of Dyslexia</i> , 1988 , 38, 154-77	1.8	220
54	How much of sentence priming is word priming?. <i>Bulletin of the Psychonomic Society</i> , 1988 , 26, 1-4		6
53	The neutral condition in sentence context experiments: Empirical studies. <i>Bulletin of the Psychonomic Society</i> , 1988 , 26, 87-90		1
52	Explaining the differences between the dyslexic and the garden-variety poor reader: the phonological-core variable-difference model. <i>Journal of Learning Disabilities</i> , 1988 , 21, 590-604	2.7	770
51	The Developmental Lag Hypothesis in Reading: Longitudinal and Matched Reading-Level Comparisons. <i>Child Development</i> , 1988 , 59, 71	4.9	95

50	Science and learning disabilities. <i>Journal of Learning Disabilities</i> , 1988 , 21, 210-4	2.7	12
49	Priming without awareness: What was all the fuss about?. <i>Behavioral and Brain Sciences</i> , 1986 , 9, 47-48	0.9	46
48	Robust effects of syntactic structure on visual word processing. <i>Memory and Cognition</i> , 1986 , 14, 104-12	2.2	72
47	Developmental Changes in the Cognitive Correlates of Reading Ability and the Developmental Lag Hypothesis. <i>Reading Research Quarterly</i> , 1986 , 21, 267	2.6	65
46	Matthew Effects in Reading: Some Consequences of Individual Differences in the Acquisition of Literacy. <i>Reading Research Quarterly</i> , 1986 , 21, 360-407	2.6	2522
45	Cognitive Determinants of Reading in Mentally Retarded Individuals. <i>International Review of Research in Mental Retardation</i> , 1985 , 13, 181-214		10
44	Children's Word Recognition in Context: Spreading Activation, Expectancy, and Modularity. <i>Child Development</i> , 1985 , 56, 1418	4.9	37
43	The black-white differences are real: Where do we go from here?. <i>Behavioral and Brain Sciences</i> , 1985 , 8, 242-243	0.9	5
42	Explaining the variance in reading ability in terms of psychological processes: What have we learned?. <i>Annals of Dyslexia</i> , 1985 , 35, 67-96	1.8	105
41	The Interactive-Compensatory Model of Reading: A Confluence of Developmental, Experimental, and Educational Psychology. <i>Remedial and Special Education</i> , 1984 , 5, 11-19	2.1	105
40	Assessing phonological awareness in kindergarten children: Issues of task comparability. <i>Journal of Experimental Child Psychology</i> , 1984 , 38, 175-190	2.3	584
39	Intelligence, Cognitive Skills, and Early Reading Progress. <i>Reading Research Quarterly</i> , 1984 , 19, 278	2.6	255
38	Relation between early reading acquisition and word decoding with and without context: A longitudinal study of first-grade children.. <i>Journal of Educational Psychology</i> , 1984 , 76, 668-677	5.3	61
37	The Effect of Sentence Context on Word Recognition in Second- and Sixth-Grade Children. <i>Reading Research Quarterly</i> , 1983 , 19, 6	2.6	44
36	The development of the relation between letter-naming speed and reading ability. <i>Bulletin of the Psychonomic Society</i> , 1983 , 21, 199-202		45
35	On priming by a sentence context.. <i>Journal of Experimental Psychology: General</i> , 1983 , 112, 1-36	4.7	389
34	Another look at semantic priming without awareness. <i>Perception & Psychophysics</i> , 1983 , 34, 65-71		117
33	The generalizability of context effects on word recognition: a reconsideration of the roles of parafoveal priming and sentence context. <i>Memory and Cognition</i> , 1983 , 11, 49-58	2.2	54

32	Individual differences in the cognitive processes of reading: I. Word decoding. <i>Journal of Learning Disabilities</i> , 1982 , 15, 485-93	2.7	144
31	Some Boundary Conditions for a Word Superiority Effect. <i>Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology</i> , 1982 , 34, 117-134		12
30	Source of inhibition in experiments on the effect of sentence context on word recognition.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 1982 , 8, 385-399	2.2	114
29	Individual differences in the cognitive processes of reading: II. Text-level processes. <i>Journal of Learning Disabilities</i> , 1982 , 15, 549-54	2.7	68
28	Effects of information structure cues on visual word processing. <i>Journal of Verbal Learning and Verbal Behavior</i> , 1982 , 21, 307-325		21
27	A Reply to Goodman. <i>Reading Research Quarterly</i> , 1981 , 17, 157	2.6	1
26	A longitudinal study of sentence context effects in second-grade children: Tests of an interactive-compensatory model. <i>Journal of Experimental Child Psychology</i> , 1981 , 32, 185-199	2.3	148
25	The effect of sentence context on ongoing word recognition: Tests of a two-process theory.. <i>Journal of Experimental Psychology: Human Perception and Performance</i> , 1981 , 7, 658-672	2.6	136
24	Comment on "Input capability and speed of processing in mental retardation" by Saccuzzo, Kerr, Marcus, and Brown.. <i>Journal of Abnormal Psychology</i> , 1981 , 90, 168-171	7	8
23	On Saccuzzo's reply.. <i>Journal of Abnormal Psychology</i> , 1981 , 90, 261-262	7	4
22	Variable interaction between visual recognition and memory in oral reading.. <i>Journal of Experimental Psychology Human Learning and Memory</i> , 1981 , 7, 111-119		7
21	Relationships between word decoding speed, general name-retrieval ability, and reading progress in first-grade children.. <i>Journal of Educational Psychology</i> , 1981 , 73, 809-815	5.3	61
20	A Longitudinal Study of the Development of Automatic Recognition Skills in First Graders. <i>Journal of Literacy Research</i> , 1981 , 13, 57-74		40
19	Flexibility in the Use of Graphic and Contextual Information by Good and Poor Readers. <i>Journal of Literacy Research</i> , 1981 , 13, 263-269		47
18	Lexical access and the spelling-to-sound regularity effect. <i>Memory and Cognition</i> , 1980 , 8, 424-32	2.2	87
17	Toward an Interactive-Compensatory Model of Individual Differences in the Development of Reading Fluency. <i>Reading Research Quarterly</i> , 1980 , 16, 32	2.6	818
16	The effect of orthographic structure on the word search performance of good and poor readers. <i>Journal of Experimental Child Psychology</i> , 1979 , 28, 258-67	2.3	47
15	Mechanisms of sentence context effects in reading: Automatic activation and conscious attention. <i>Memory and Cognition</i> , 1979 , 7, 77-85	2.2	282

14	The development of word recognition mechanisms: Inference and unitization. <i>Bulletin of the Psychonomic Society</i> , 1979 , 13, 71-74		2
13	Studies of letter identification using qualitative error analysis: Effects of speed stress, tachistoscopic presentation, and word context.. <i>Journal of Experimental Psychology: Human Perception and Performance</i> , 1979 , 5, 713-733	2.6	10
12	The Development of Automatic Word Recognition Skills. <i>Journal of Literacy Research</i> , 1979 , 11, 211-219		12
11	Experiments on the spelling-to-sound regularity effect in word recognition. <i>Memory and Cognition</i> , 1978 , 6, 410-415	2.2	127
10	Visual angle and the word superiority effect. <i>Memory and Cognition</i> , 1978 , 6, 3-8	2.2	40
9	The effect of orthographic structure on word recognition in a visual search task. <i>Journal of Experimental Child Psychology</i> , 1978 , 26, 137-146	2.3	12
8	Automatic Contextual Facilitation in Readers of Three Ages. <i>Child Development</i> , 1978 , 49, 717	4.9	137
7	Encoding, stimulus-response compatibility, and stages of processing.. <i>Journal of Experimental Psychology: Human Perception and Performance</i> , 1977 , 3, 411-421	2.6	56
6	An analysis of confusion errors in naming letters under speed stress. <i>Perception & Psychophysics</i> , 1977 , 21, 545-552		8
5	The effect of stimulus probability on the speed and accuracy of naming alphanumeric stimuli. <i>Bulletin of the Psychonomic Society</i> , 1976 , 8, 281-284		11
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