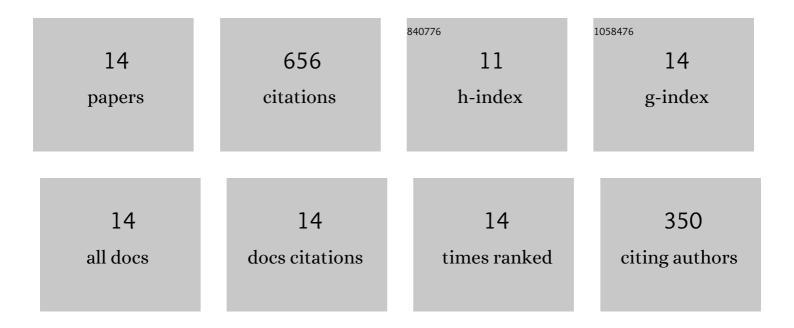
## Brett Kessler

List of Publications by Year in descending order

Source: https://exaly.com/author-pdf/363211/publications.pdf Version: 2024-02-01



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#	Article	IF	CITATIONS
1	Statistical Learning in Word Reading and Spelling across Languages and Writing Systems. Scientific Studies of Reading, 2022, 26, 139-149.	2.0	13
2	How sensitive are adults to the role of morphology in spelling?. Morphology, 2021, 31, 261-271.	1.0	5
3	What methods of scoring young children's spelling best predict later spelling performance?. Journal of Research in Reading, 2019, 42, 80-96.	2.0	24
4	Development of context-sensitive pronunciation in reading: The case of ‹c› and ‹g›. Journal of Experimental Child Psychology, 2019, 182, 114-125.	1.4	6
5	The Unique Role of Early Spelling in the Prediction of Later Literacy Performance. Scientific Studies of Reading, 2019, 23, 437-444.	2.0	24
6	Measures of Kindergarten Spelling and Their Relations to Later Spelling Performance. Scientific Studies of Reading, 2016, 20, 349-362.	2.0	22
7	Spelling of Deaf Children Who Use Cochlear Implants. Scientific Studies of Reading, 2011, 15, 522-540.	2.0	28
8	Anticipatory conditioning of spelling-to-sound translation. Journal of Memory and Language, 2007, 56, 229-245.	2.1	10
9	Influence of consonantal context on the reading of vowels: Evidence from children. Journal of Experimental Child Psychology, 2006, 93, 1-24.	1.4	48
10	Spelling as statistical learning: Using consonantal context to spell vowels Journal of Educational Psychology, 2006, 98, 642-652.	2.9	134
11	The case of case: Children's knowledge and use of upper- and lowercase letters. Applied Psycholinguistics, 2004, 25, 413-428.	1.1	58
12	Influence of consonantal context on the pronunciation of vowels: A comparison of human readers and computational models. Cognition, 2003, 88, 49-78.	2.2	64
13	Context sensitivity in the spelling of English vowels. Journal of Memory and Language, 2002, 47, 448-468.	2.1	67
14	Relationships between Sounds and Letters in English Monosyllables. Journal of Memory and Language, 2001, 44, 592-617.	2.1	153