

Keith E Stanovich

List of Publications by Year in descending order

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192
papers

35,201
citations

6250

80
h-index

4112

175
g-index

194
all docs

194
docs citations

194
times ranked

13157
citing authors

#	ARTICLE	IF	CITATIONS
1	Matthew Effects in Reading: Some Consequences of Individual Differences in the Acquisition of Literacy. <i>Reading Research Quarterly</i> , 1986, 21, 360-407.	1.8	3,304
2	Individual differences in reasoning: Implications for the rationality debate?. <i>Behavioral and Brain Sciences</i> , 2000, 23, 645-665.	0.4	3,234
3	Dual-Process Theories of Higher Cognition. <i>Perspectives on Psychological Science</i> , 2013, 8, 223-241.	5.2	2,641
4	Toward an Interactive-Compensatory Model of Individual Differences in the Development of Reading Fluency. <i>Reading Research Quarterly</i> , 1980, 16, 32.	1.8	1,098
5	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.	2.1	1,047
6	Early reading acquisition and its relation to reading experience and ability 10 years later.. <i>Developmental Psychology</i> , 1997, 33, 934-945.	1.2	1,002
7	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, 131-143.	3.1	904
8	Explaining the Differences Between the Dyslexic and the Garden-Variety Poor Reader. <i>Journal of Learning Disabilities</i> , 1988, 21, 590-604.	1.5	891
9	Who Is Rational?. , 0, , .		800
10	Exposure to Print and Orthographic Processing. <i>Reading Research Quarterly</i> , 1989, 24, 402.	1.8	715
11	The Cognitive Reflection Test as a predictor of performance on heuristics-and-biases tasks. <i>Memory and Cognition</i> , 2011, 39, 1275-1289.	0.9	694
12	Individual differences in rational thought.. <i>Journal of Experimental Psychology: General</i> , 1998, 127, 161-188.	1.5	680
13	Assessing phonological awareness in kindergarten children: Issues of task comparability. <i>Journal of Experimental Child Psychology</i> , 1984, 38, 175-190.	0.7	659
14	On the relative independence of thinking biases and cognitive ability.. <i>Journal of Personality and Social Psychology</i> , 2008, 94, 672-695.	2.6	624
15	Assessing miserly information processing: An expansion of the Cognitive Reflection Test. <i>Thinking and Reasoning</i> , 2014, 20, 147-168.	2.1	519
16	Reasoning independently of prior belief and individual differences in actively open-minded thinking.. <i>Journal of Educational Psychology</i> , 1997, 89, 342-357.	2.1	488
17	On priming by a sentence context.. <i>Journal of Experimental Psychology: General</i> , 1983, 112, 1-36.	1.5	407
18	Discrepancy Definitions of Reading Disability: Has Intelligence Led Us Astray?. <i>Reading Research Quarterly</i> , 1991, 26, 7.	1.8	377

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19	Tracking the unique effects of print exposure in children: Associations with vocabulary, general knowledge, and spelling.. Journal of Educational Psychology, 1991, 83, 264-274.	2.1	355
20	Mechanisms of sentence context effects in reading: Automatic activation and conscious attention. Memory and Cognition, 1979, 7, 77-85.	0.9	333
21	Intelligence, Cognitive Skills, and Early Reading Progress. Reading Research Quarterly, 1984, 19, 278.	1.8	315
22	Assessing print exposure and orthographic processing skill in children: A quick measure of reading experience.. Journal of Educational Psychology, 1990, 82, 733-740.	2.1	303
23	The domain specificity and generality of belief bias: Searching for a generalizable critical thinking skill.. Journal of Educational Psychology, 1999, 91, 497-510.	2.1	288
24	Converging evidence for phonological and surface subtypes of reading disability.. Journal of Educational Psychology, 1997, 89, 114-127.	2.1	280
25	Cognitive Ability and Variation in Selection Task Performance. Thinking and Reasoning, 1998, 4, 193-230.	2.1	277
26	Distinguishing the reflective, algorithmic, and autonomous minds: Is it time for a tri-process theory?. , 2009, , 55-88.		274
27	Heuristics and biases as measures of critical thinking: Associations with cognitive ability and thinking dispositions.. Journal of Educational Psychology, 2008, 100, 930-941.	2.1	270
28	Concepts in developmental theories of reading skill: Cognitive resources, automaticity, and modularity. Developmental Review, 1990, 10, 72-100.	2.6	267
29	Studying the consequences of literacy within a literate society: The cognitive correlates of print exposure. Memory and Cognition, 1992, 20, 51-68.	0.9	254
30	The right and wrong places to look for the cognitive locus of reading disability. Annals of Dyslexia, 1988, 38, 154-177.	1.2	252
31	Natural myside bias is independent of cognitive ability. Thinking and Reasoning, 2007, 13, 225-247.	2.1	252
32	Decision-making and cognitive abilities: A review of associations between Iowa Gambling Task performance, executive functions, and intelligence. Clinical Psychology Review, 2010, 30, 562-581.	6.0	251
33	Cognitive sophistication does not attenuate the bias blind spot.. Journal of Personality and Social Psychology, 2012, 103, 506-519.	2.6	247
34	Advancing the rationality debate. Behavioral and Brain Sciences, 2000, 23, 701-717.	0.4	246
35	Disciplinary knowledge of K-3 teachers and their knowledge calibration in the domain of early literacy. Annals of Dyslexia, 2004, 54, 139-167.	1.2	246
36	Components of phonological awareness. Reading and Writing, 1995, 7, 171-188.	1.0	238

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37	Myside Bias, Rational Thinking, and Intelligence. <i>Current Directions in Psychological Science</i> , 2013, 22, 259-264.	2.8	234
38	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.	0.7	226
39	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.	0.7	200
40	Orthographic learning during reading: examining the role of self-teaching. <i>Journal of Experimental Child Psychology</i> , 2002, 82, 185-199.	0.7	199
41	Where does knowledge come from? Specific associations between print exposure and information acquisition.. <i>Journal of Educational Psychology</i> , 1993, 85, 211-229.	2.1	193
42	Automatic Contextual Facilitation in Readers of Three Ages. <i>Child Development</i> , 1978, 49, 717.	1.7	188
43	Individual Differences in Framing and Conjunction Effects. <i>Thinking and Reasoning</i> , 1998, 4, 289-317.	2.1	184
44	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, 563-582.	0.7	183
45	Annotation: Does Dyslexia Exist?. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 1994, 35, 579-595.	3.1	182
46	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.	0.7	177
47	Predicting growth in reading ability from children's exposure to print. <i>Journal of Experimental Child Psychology</i> , 1992, 54, 74-89.	0.7	175
48	Discrepancies Between Normative and Descriptive Models of Decision Making and the Understanding/Acceptance Principle. <i>Cognitive Psychology</i> , 1999, 38, 349-385.	0.9	173
49	Converging evidence for the concept of orthographic processing. <i>Reading and Writing</i> , 2001, 14, 549-568.	1.0	172
50	Matthew Effects in Reading: Some Consequences of Individual Differences in the Acquisition of Literacy. <i>Journal of Education</i> , 2009, 189, 23-55.	0.7	171
51	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.	0.7	166
52	Individual Differences in the Cognitive Processes of Reading. <i>Journal of Learning Disabilities</i> , 1982, 15, 485-493.	1.5	164
53	Knowledge growth and maintenance across the life span: The role of print exposure.. <i>Developmental Psychology</i> , 1995, 31, 811-826.	1.2	161
54	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.	0.9	157

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55	Experiments on the spelling-to-sound regularity effect in word recognition. <i>Memory and Cognition</i> , 1978, 6, 410-415.	0.9	149
56	The complexity of developmental predictions from dual process models. <i>Developmental Review</i> , 2011, 31, 103-118.	2.6	143
57	Defining features versus incidental correlates of Type 1 and Type 2 processing. <i>Mind and Society</i> , 2012, 11, 3-13.	0.9	142
58	Miserliness in human cognition: the interaction of detection, override and mindware. <i>Thinking and Reasoning</i> , 2018, 24, 423-444.	2.1	141
59	Multiple indicators of children's reading habits and attitudes: Construct validity and cognitive correlates.. <i>Journal of Educational Psychology</i> , 1992, 84, 489-503.	2.1	133
60	Reading in the Real World and Its Correlates. <i>Reading Research Quarterly</i> , 1993, 28, 34.	1.8	130
61	Cognitive ability, thinking dispositions, and instructional set as predictors of critical thinking. <i>Learning and Individual Differences</i> , 2007, 17, 115-127.	1.5	130
62	On the failure of cognitive ability to predict myside and one-sided thinking biases. <i>Thinking and Reasoning</i> , 2008, 14, 129-167.	2.1	130
63	The Interactive-Compensatory Model of Reading. <i>Remedial and Special Education</i> , 1984, 5, 11-19.	1.7	128
64	Associations between myside bias on an informal reasoning task and amount of post-secondary education. <i>Applied Cognitive Psychology</i> , 2003, 17, 851-860.	0.9	127
65	Another look at semantic priming without awareness. <i>Perception & Psychophysics</i> , 1983, 34, 65-71.	2.3	125
66	The Developmental Lag Hypothesis in Reading: Longitudinal and Matched Reading-Level Comparisons. <i>Child Development</i> , 1988, 59, 71.	1.7	125
67	The Sociopsychometrics of Learning Disabilities. <i>Journal of Learning Disabilities</i> , 1999, 32, 350-361.	1.5	121
68	Explaining the variance in reading ability in terms of psychological processes: What have we learned?. <i>Annals of Dyslexia</i> , 1985, 35, 67-96.	1.2	117
69	Robust effects of syntactic structure on visual word processing. <i>Memory and Cognition</i> , 1986, 14, 104-112.	0.9	115
70	Theory and Metatheory in the Study of Dual Processing. <i>Perspectives on Psychological Science</i> , 2013, 8, 263-271.	5.2	115
71	Children's literacy environments and early word recognition subskills. <i>Reading and Writing</i> , 1993, 5, 193-204.	1.0	111
72	Does Reading Make You Smarter? Literacy and the Development of Verbal Intelligence. <i>Advances in Child Development and Behavior</i> , 1993, 24, 133-180.	0.7	111

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73	Is probability matching smart? Associations between probabilistic choices and cognitive ability. <i>Memory and Cognition</i> , 2003, 31, 243-251.	0.9	110
74	Individual Differences in Reasoning: Implications for the Rationality Debate?. , 2002, , 421-440.		106
75	Rational thinking and cognitive sophistication: Development, cognitive abilities, and thinking dispositions.. <i>Developmental Psychology</i> , 2014, 50, 1037-1048.	1.2	104
76	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.	0.9	101
77	Lexical access and the spelling-to-sound regularity effect. <i>Memory and Cognition</i> , 1980, 8, 424-432.	0.9	97
78	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.	2.1	97
79	The causes and consequences of differences in reading fluency. <i>Theory Into Practice</i> , 1991, 30, 176-184.	0.9	86
80	The reasoning skills and thinking dispositions of problem gamblers: a dual-process taxonomy. <i>Journal of Behavioral Decision Making</i> , 2007, 20, 103-124.	1.0	86
81	The Development of Rational Thought: A Taxonomy of Heuristics and Biases. <i>Advances in Child Development and Behavior</i> , 2008, 36, 251-285.	0.7	86
82	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.	2.1	85
83	The domain specificity and generality of overconfidence: Individual differences in performance estimation bias. <i>Psychonomic Bulletin and Review</i> , 1997, 4, 387-392.	1.4	84
84	Developmental Changes in the Cognitive Correlates of Reading Ability and the Developmental Lag Hypothesis. <i>Reading Research Quarterly</i> , 1986, 21, 267.	1.8	83
85	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.	2.1	82
86	Damn! There goes that ghost again!. <i>Behavioral and Brain Sciences</i> , 1991, 14, 696-698.	0.4	82
87	The Incidental Acquisition of Information from Reading. <i>Psychological Science</i> , 1991, 2, 325-330.	1.8	82
88	Individual Differences in the Cognitive Processes of Reading: II. Text-Level Processes. <i>Journal of Learning Disabilities</i> , 1982, 15, 549-554.	1.5	80
89	Thinking about personal theories: individual differences in the coordination of theory and evidence. <i>Personality and Individual Differences</i> , 2005, 38, 1149-1161.	1.6	79
90	Encoding, stimulus-response compatibility, and stages of processing.. <i>Journal of Experimental Psychology: Human Perception and Performance</i> , 1977, 3, 411-421.	0.7	77

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91	Dysrationalia. <i>Journal of Learning Disabilities</i> , 1993, 26, 501-515.	1.5	74
92	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.	2.1	73
93	The Comprehensive Assessment of Rational Thinking. <i>Educational Psychologist</i> , 2016, 51, 23-34.	4.7	71
94	How research might inform the debate about early reading acquisition. <i>Journal of Research in Reading</i> , 1995, 18, 87-105.	1.0	70
95	Why the timing deficit hypothesis does not explain reading disability in adults. <i>Reading and Writing</i> , 2002, 15, 73-107.	1.0	70
96	Toward a More Inclusive Definition of Dyslexia. <i>Dyslexia</i> , 1996, 2, 154-166.	0.8	69
97	Conceptual and Empirical Problems with Discrepancy Definitions of Reading Disability. <i>Learning Disability Quarterly</i> , 1991, 14, 269-280.	0.9	68
98	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.	0.9	61
99	Regularity effects and the phonological deficit model of reading disabilities: A meta-analytic review.. <i>Journal of Educational Psychology</i> , 1998, 90, 279-293.	2.1	61
100	How Teachers Would Spend Their Time Teaching Language Arts. <i>Journal of Learning Disabilities</i> , 2009, 42, 418-430.	1.5	61
101	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.	1.0	60
102	Who uses base rates and $P(D \hat{1}4H)$? An analysis of individual differences. <i>Memory and Cognition</i> , 1998, 26, 161-179.	0.9	60
103	The development of the relation between letter-naming speed and reading ability. <i>Bulletin of the Psychonomic Society</i> , 1983, 21, 199-202.	0.2	59
104	Cognitive Science Meets Beginning Reading. <i>Psychological Science</i> , 1991, 2, 70-83.	1.8	59
105	On the Distinction Between Rationality and Intelligence: Implications for Understanding Individual Differences in Reasoning. , 0, , 433-455.		58
106	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.	2.1	55
107	The Effect of Sentence Context on Word Recognition in Second- and Sixth-Grade Children. <i>Reading Research Quarterly</i> , 1983, 19, 6.	1.8	54
108	The effect of orthographic structure on the word search performance of good and poor readers. <i>Journal of Experimental Child Psychology</i> , 1979, 28, 258-267.	0.7	51

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109	Flexibility in the Use of Graphic and Contextual Information by Good and Poor Readers. <i>Journal of Literacy Research</i> , 1981, 13, 263-269.	0.6	50
110	The rationality debate as a progressive research program. <i>Behavioral and Brain Sciences</i> , 2003, 26, 531-533.	0.4	49
111	Higher-order preferences and the Master Rationality Motive. <i>Thinking and Reasoning</i> , 2008, 14, 111-127.	2.1	49
112	The Mythical Dual-Process Typology. <i>Trends in Cognitive Sciences</i> , 2018, 22, 667-668.	4.0	49
113	Visual angle and the word superiority effect. <i>Memory and Cognition</i> , 1978, 6, 3-8.	0.9	48
114	A Longitudinal Study of the Development of Automatic Recognition Skills in First Graders. <i>Journal of Literacy Research</i> , 1981, 13, 57-74.	0.6	48
115	Has the Learning Disabilities Field Lost Its Intelligence?. <i>Journal of Learning Disabilities</i> , 1989, 22, 487-492.	1.5	48
116	The Fundamental Computational Biases of Human Cognition: Heuristics That (Sometimes) Impair Decision Making and Problem Solving. , 2003, , 291-342.		48
117	Mind, rationality, and cognition: An interdisciplinary debate. <i>Psychonomic Bulletin and Review</i> , 2018, 25, 793-826.	1.4	48
118	Priming without awareness: What was all the fuss about?. <i>Behavioral and Brain Sciences</i> , 1986, 9, 47-48.	0.4	47
119	Constructivism in Reading Education. <i>Journal of Special Education</i> , 1994, 28, 259-274.	1.2	47
120	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.	1.0	47
121	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.	1.1	44
122	Children's Word Recognition in Context: Spreading Activation, Expectancy, and Modularity. <i>Child Development</i> , 1985, 56, 1418.	1.7	40
123	Reconceptualizing Intelligence: Dysrationalia as an Intuition Pump. <i>Educational Researcher</i> , 1994, 23, 11-21.	3.3	39
124	Intelligence and Rationality. , 2011, , 784-826.		34
125	A Call for an End to the Paradigm Wars in Reading Research. <i>Journal of Literacy Research</i> , 1990, 22, 221-231.	0.6	31
126	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.	1.3	27

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127	Effects of information structure cues on visual word processing. <i>Journal of Verbal Learning and Verbal Behavior</i> , 1982, 21, 307-325.	3.8	25
128	Further Thoughts on Aptitude/ Achievement Discrepancy. <i>Educational Psychology in Practice</i> , 1997, 13, 3-8.	0.5	25
129	Refining the Phonological Core Deficit Model. <i>Child Psychology and Psychiatry Review</i> , 1998, 3, 17-21.	0.1	21
130	Understanding the Styles of Science in the Study of Reading. <i>Scientific Studies of Reading</i> , 2003, 7, 105-126.	1.3	21
131	Metarepresentation and the great cognitive divide: A commentary on Henriques' "Psychology Defined". <i>Journal of Clinical Psychology</i> , 2004, 60, 1263-1266.	1.0	20
132	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.	1.0	19
133	The Language Code: Issues in Word Recognition. <i>Recent Research in Psychology</i> , 1993, , 111-135.	0.5	18
134	The Rationality of Educating for Wisdom. <i>Educational Psychologist</i> , 2001, 36, 247-251.	4.7	17
135	Cost-benefit reasoning in students with multiple secondary school suspensions. <i>Personality and Individual Differences</i> , 2003, 35, 1061-1072.	1.6	17
136	The Development of Automatic Word Recognition Skills. <i>Journal of Literacy Research</i> , 1979, 11, 211-219.	0.6	16
137	Science and Learning Disabilities. <i>Journal of Learning Disabilities</i> , 1988, 21, 210-214.	1.5	16
138	Some Boundary Conditions for a Word Superiority Effect. <i>Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology</i> , 1982, 34, 117-134.	2.3	15
139	The Psychology of Reading: Evolutionary and Revolutionary Developments. <i>Annual Review of Applied Linguistics</i> , 1991, 12, 3-30.	1.0	15
140	The Influence of Print Exposure on Syllogistic Reasoning and Knowledge of Mental-State Verbs. <i>Scientific Studies of Reading</i> , 1998, 2, 81-96.	1.3	15
141	Patterns of word and nonword processing in skilled and less-skilled readers. <i>Reading and Writing</i> , 1999, 11, 465-487.	1.0	14
142	Balance in psychological research: The dual process perspective. <i>Behavioral and Brain Sciences</i> , 2004, 27, 357-358.	0.4	14
143	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.	0.2	13
144	The effect of orthographic structure on word recognition in a visual search task. <i>Journal of Experimental Child Psychology</i> , 1978, 26, 137-146.	0.7	13

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145	Cognitive Determinants of Reading in Mentally Retarded Individuals. <i>International Review of Research in Mental Retardation</i> , 1985, 13, 181-214.	0.7	13
146	Normative models in psychology are here to stay. <i>Behavioral and Brain Sciences</i> , 2011, 34, 268-269.	0.4	13
147	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.	1.2	12
148	The Assessment of Rational Thinking. <i>Teaching of Psychology</i> , 2014, 41, 265-271.	0.7	12
149	Understanding and Teaching Reading: An Interactive Model. <i>American Journal of Psychology</i> , 1993, 106, 456.	0.5	11
150	Cognitive Neuroscience and Educational Psychology: What Season Is It?. <i>Educational Psychology Review</i> , 1998, 10, 419-426.	5.1	11
151	How to Think Rationally about World Problems. <i>Journal of Intelligence</i> , 2018, 6, 25.	1.3	11
152	An analysis of confusion errors in naming letters under speed stress. <i>Perception & Psychophysics</i> , 1977, 21, 545-552.	2.3	10
153	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.	0.7	10
154	Various Varying Views on Variation. <i>Journal of Learning Disabilities</i> , 1989, 22, 366-369.	1.5	10
155	Individual Differences in Thinking, Reasoning, and Decision Making. , 2003, , 375-409.		9
156	Meta-Rationality in Cognitive Science. <i>Journal of Marketing Behavior</i> , 2015, 1, 147-156.	0.4	9
157	Problems in the Differential Diagnosis of Reading Disabilities. , 1993, , 3-31.		9
158	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.	2.0	8
159	How much of sentence priming is word priming?. <i>Bulletin of the Psychonomic Society</i> , 1988, 26, 1-4.	0.2	8
160	Rationality and the Adolescent Mind. <i>Psychological Science in the Public Interest: A Journal of the American Psychological Society</i> , 2006, 7, i-ii.	6.7	8
161	Education for Rational Thought. , 2012, , 51-92.		8
162	Variable interaction between visual recognition and memory in oral reading.. <i>Journal of Experimental Psychology Human Learning and Memory</i> , 1981, 7, 111-119.	1.7	7

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163	Reply to Taylor. Reading Research Quarterly, 1994, 29, 290.	1.8	7
164	Commentary: Response to Christensen. Reading Research Quarterly, 1992, 27, 279.	1.8	6
165	Refining the Phonological Core Deficit Model. Child and Adolescent Mental Health, 1998, 3, 17-21.	1.8	6
166	Fluid intelligence as cognitive decoupling. Behavioral and Brain Sciences, 2006, 29, 139-140.	0.4	6
167	Information Processing Models. , 1992, , 352-371.		6
168	The Role of IQ in the Diagnosis of Reading Disorders: The Quest for a Subtype Based on Aptitude/Achievement Discrepancy. Neuropsychology and Cognition, 1998, , 105-136.	0.6	6
169	The black&white differences are real: Where do we go from here?. Behavioral and Brain Sciences, 1985, 8, 242-243.	0.4	5
170	Learning Disabilities in Broader Context. Journal of Learning Disabilities, 1989, 22, 287-291.	1.5	5
171	It's Practical to Be Rational. Journal of Learning Disabilities, 1993, 26, 524-532.	1.5	5
172	On Saccuzzo's reply.. Journal of Abnormal Psychology, 1981, 90, 261-262.	2.0	4
173	Assessing Cognitive Abilities: Intelligence and More. Journal of Intelligence, 2014, 2, 8-11.	1.3	4
174	The development of word recognition mechanisms: Inference and unitization. Bulletin of the Psychonomic Society, 1979, 13, 71-74.	0.2	3
175	Reductionism in the study of intelligence. Trends in Cognitive Sciences, 2001, 5, 91-92.	4.0	3
176	Memetics and money. Behavioral and Brain Sciences, 2006, 29, 194-195.	0.4	3
177	Individual Differences in Reasoning and the Algorithmic/Intentional Level Distinction in Cognitive Science. , 2008, , 414-436.		3
178	Dual process theory and the context of choice: Comments on Dhar and Gorlin. Journal of Consumer Psychology, 2013, 23, 561-563.	3.2	3
179	The developmental history of an illusion. Behavioral and Brain Sciences, 1993, 16, 80-81.	0.4	2
180	An Exchange: Reconceptualizing Intelligence: Dysrationalia as an Intuition Pump. Educational Researcher, 1994, 23, 11.	3.3	2

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181	The Evolving Concept of Rationality: A Rejoinder to Sternberg. Educational Researcher, 1994, 23, 33-33.	3.3	2
182	Decentered thought and consequentialist decision making. Behavioral and Brain Sciences, 1996, 19, 323-324.	0.4	2
183	On the coexistence of cognitivism and intertemporal bargaining. Behavioral and Brain Sciences, 2005, 28, 661-662.	0.4	2
184	A Reply to Goodman. Reading Research Quarterly, 1981, 17, 157.	1.8	1
185	The neutral condition in sentence context experiments: Empirical studies. Bulletin of the Psychonomic Society, 1988, 26, 87-90.	0.2	1
186	Environments for fast and slow thinking. Trends in Cognitive Sciences, 2012, 16, 198-199.	4.0	1
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