

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
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194
all docs

194
docs citations

194
times ranked

13157
citing authors

#	ARTICLE	IF	CITATIONS
1	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
2	Intelligence and Rationality. , 2019, , 1106-1139.		1
3	Miserliness in human cognition: the interaction of detection, override and mindware. <i>Thinking and Reasoning</i> , 2018, 24, 423-444.	2.1	141
4	Mind, rationality, and cognition: An interdisciplinary debate. <i>Psychonomic Bulletin and Review</i> , 2018, 25, 793-826.	1.4	48
5	Rethinking the Concept of Learning Disabilities. , 2018, , 113-143.		1
6	The Mythical Dual-Process Typology. <i>Trends in Cognitive Sciences</i> , 2018, 22, 667-668.	4.0	49
7	How to Think Rationally about World Problems. <i>Journal of Intelligence</i> , 2018, 6, 25.	1.3	11
8	RATIONALITY AND TYPE 1 PROCESSING. <i>American Journal of Psychology</i> , 2018, 131, 231.	0.5	0
9	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
10	The Comprehensive Assessment of Rational Thinking. <i>Educational Psychologist</i> , 2016, 51, 23-34.	4.7	71
11	Meta-Rationality in Cognitive Science. <i>Journal of Marketing Behavior</i> , 2015, 1, 147-156.	0.4	9
12	The Assessment of Rational Thinking. <i>Teaching of Psychology</i> , 2014, 41, 265-271.	0.7	12
13	Assessing Cognitive Abilities: Intelligence and More. <i>Journal of Intelligence</i> , 2014, 2, 8-11.	1.3	4
14	Assessing miserly information processing: An expansion of the Cognitive Reflection Test. <i>Thinking and Reasoning</i> , 2014, 20, 147-168.	2.1	519
15	Rational thinking and cognitive sophistication: Development, cognitive abilities, and thinking dispositions.. <i>Developmental Psychology</i> , 2014, 50, 1037-1048.	1.2	104
16	Dual process theory and the context of choice: Comments on Dhar and Gorlin. <i>Journal of Consumer Psychology</i> , 2013, 23, 561-563.	3.2	3
17	Myside Bias, Rational Thinking, and Intelligence. <i>Current Directions in Psychological Science</i> , 2013, 22, 259-264.	2.8	234
18	Dual-Process Theories of Higher Cognition. <i>Perspectives on Psychological Science</i> , 2013, 8, 223-241.	5.2	2,641

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19	Theory and Metatheory in the Study of Dual Processing. <i>Perspectives on Psychological Science</i> , 2013, 8, 263-271.	5.2	115
20	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
21	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
22	Environments for fast and slow thinking. <i>Trends in Cognitive Sciences</i> , 2012, 16, 198-199.	4.0	1
23	Cognitive sophistication does not attenuate the bias blind spot.. <i>Journal of Personality and Social Psychology</i> , 2012, 103, 506-519.	2.6	247
24	Education for Rational Thought. , 2012, , 51-92.		8
25	Defining features versus incidental correlates of Type 1 and Type 2 processing. <i>Mind and Society</i> , 2012, 11, 3-13.	0.9	142
26	Intelligence and Rationality. , 2011, , 784-826.		34
27	The complexity of developmental predictions from dual process models. <i>Developmental Review</i> , 2011, 31, 103-118.	2.6	143
28	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
29	Normative models in psychology are here to stay. <i>Behavioral and Brain Sciences</i> , 2011, 34, 268-269.	0.4	13
30	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, 562-581.	6.0	251
31	How Teachers Would Spend Their Time Teaching Language Arts. <i>Journal of Learning Disabilities</i> , 2009, 42, 418-430.	1.5	61
32	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
33	Distinguishing the reflective, algorithmic, and autonomous minds: Is it time for a tri-process theory?. , 2009, , 55-88.		274
34	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.	2.1	270
35	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
36	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

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37	Higher-order preferences and the Master Rationality Motive. <i>Thinking and Reasoning</i> , 2008, 14, 111-127.	2.1	49
38	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
39	Individual Differences in Reasoning and the Algorithmic/Intentional Level Distinction in Cognitive Science. , 2008, , 414-436.		3
40	The psychology of decision making in a unified behavioral science. <i>Behavioral and Brain Sciences</i> , 2007, 30, 41-42.	0.4	0
41	Natural myside bias is independent of cognitive ability. <i>Thinking and Reasoning</i> , 2007, 13, 225-247.	2.1	252
42	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
43	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
44	Memetics and money. <i>Behavioral and Brain Sciences</i> , 2006, 29, 194-195.	0.4	3
45	Fluid intelligence as cognitive decoupling. <i>Behavioral and Brain Sciences</i> , 2006, 29, 139-140.	0.4	6
46	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
47	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
48	On the coexistence of cognitivism and intertemporal bargaining. <i>Behavioral and Brain Sciences</i> , 2005, 28, 661-662.	0.4	2
49	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
50	Balance in psychological research: The dual process perspective. <i>Behavioral and Brain Sciences</i> , 2004, 27, 357-358.	0.4	14
51	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
52	Disciplinary knowledge of K-3 teachers and their knowledge calibration in the domain of early literacy. <i>Annals of Dyslexia</i> , 2004, 54, 139-167.	1.2	246
53	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
54	Is probability matching smart? Associations between probabilistic choices and cognitive ability. <i>Memory and Cognition</i> , 2003, 31, 243-251.	0.9	110

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55	Costa's benefit reasoning in students with multiple secondary school suspensions. <i>Personality and Individual Differences</i> , 2003, 35, 1061-1072.	1.6	17
56	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
57	Understanding the Styles of Science in the Study of Reading. <i>Scientific Studies of Reading</i> , 2003, 7, 105-126.	1.3	21
58	The Fundamental Computational Biases of Human Cognition: Heuristics That (Sometimes) Impair Decision Making and Problem Solving. , 2003, , 291-342.		48
59	The rationality debate as a progressive research program. <i>Behavioral and Brain Sciences</i> , 2003, 26, 531-533.	0.4	49
60	Individual Differences in Thinking, Reasoning, and Decision Making. , 2003, , 375-409.		9
61	Individual Differences in Reasoning: Implications for the Rationality Debate?. , 2002, , 421-440.		106
62	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
63	Orthographic learning during reading: examining the role of self-teaching. <i>Journal of Experimental Child Psychology</i> , 2002, 82, 185-199.	0.7	199
64	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
65	Why the timing deficit hypothesis does not explain reading disability in adults. <i>Reading and Writing</i> , 2002, 15, 73-107.	1.0	70
66	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
67	Reductionism in the study of intelligence. <i>Trends in Cognitive Sciences</i> , 2001, 5, 91-92.	4.0	3
68	The Rationality of Educating for Wisdom. <i>Educational Psychologist</i> , 2001, 36, 247-251.	4.7	17
69	Converging evidence for the concept of orthographic processing. <i>Reading and Writing</i> , 2001, 14, 549-568.	1.0	172
70	Individual differences in reasoning: Implications for the rationality debate?. <i>Behavioral and Brain Sciences</i> , 2000, 23, 645-665.	0.4	3,234
71	Advancing the rationality debate. <i>Behavioral and Brain Sciences</i> , 2000, 23, 701-717.	0.4	246
72	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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73	The Sociopsychometrics of Learning Disabilities. <i>Journal of Learning Disabilities</i> , 1999, 32, 350-361.	1.5	121
74	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
75	Patterns of word and nonword processing in skilled and less-skilled readers. <i>Reading and Writing</i> , 1999, 11, 465-487.	1.0	14
76	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.	2.1	288
77	Cognitive Neuroscience and Educational Psychology: What Season Is It?. <i>Educational Psychology Review</i> , 1998, 10, 419-426.	5.1	11
78	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
79	Refining the Phonological Core Deficit Model. <i>Child and Adolescent Mental Health</i> , 1998, 3, 17-21.	1.8	6
80	Individual Differences in Framing and Conjunction Effects. <i>Thinking and Reasoning</i> , 1998, 4, 289-317.	2.1	184
81	Cognitive Ability and Variation in Selection Task Performance. <i>Thinking and Reasoning</i> , 1998, 4, 193-230.	2.1	277
82	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
83	Refining the Phonological Core Deficit Model. <i>Child Psychology and Psychiatry Review</i> , 1998, 3, 17-21.	0.1	21
84	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
85	Individual differences in rational thought.. <i>Journal of Experimental Psychology: General</i> , 1998, 127, 161-188.	1.5	680
86	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.	0.6	6
87	Further Thoughts on Aptitude/ Achievement Discrepancy. <i>Educational Psychology in Practice</i> , 1997, 13, 3-8.	0.5	25
88	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
89	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
90	Converging evidence for phonological and surface subtypes of reading disability.. <i>Journal of Educational Psychology</i> , 1997, 89, 114-127.	2.1	280

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91	The Assessment of Adults with Reading Disabilities: What Can We Learn from Experimental Tasks?. Journal of Research in Reading, 1997, 20, 42-54.	1.0	60
92	The domain specificity and generality of overconfidence: Individual differences in performance estimation bias. Psychonomic Bulletin and Review, 1997, 4, 387-392.	1.4	84
93	The Relationships between Phonological Sensitivity, Syntactic Processing, and Verbal Working Memory in the Reading Performance of Third-Grade Children. Journal of Experimental Child Psychology, 1996, 63, 563-582.	0.7	183
94	Decentered thought and consequentialist decision making. Behavioral and Brain Sciences, 1996, 19, 323-324.	0.4	2
95	Using children's literacy activities to predict growth in verbal cognitive skills: A longitudinal investigation.. Journal of Educational Psychology, 1996, 88, 296-304.	2.1	97
96	Toward a More Inclusive Definition of Dyslexia. Dyslexia, 1996, 2, 154-166.	0.8	69
97	Toward a More Inclusive Definition of Dyslexia. , 1996, 2, 154.		1
98	Knowledge growth and maintenance across the life span: The role of print exposure.. Developmental Psychology, 1995, 31, 811-826.	1.2	161
99	How research might inform the debate about early reading acquisition. Journal of Research in Reading, 1995, 18, 87-105.	1.0	70
100	Components of phonological awareness. Reading and Writing, 1995, 7, 171-188.	1.0	238
101	An Exchange: Reconceptualizing Intelligence: Dysrationalia as an Intuition Pump. Educational Researcher, 1994, 23, 11.	3.3	2
102	The Evolving Concept of Rationality: A Rejoinder to Sternberg. Educational Researcher, 1994, 23, 33-33.	3.3	2
103	Reconceptualizing Intelligence: Dysrationalia as an Intuition Pump. Educational Researcher, 1994, 23, 11-21.	3.3	39
104	Annotation: Does Dyslexia Exist?. Journal of Child Psychology and Psychiatry and Allied Disciplines, 1994, 35, 579-595.	3.1	182
105	Constructivism in Reading Education. Journal of Special Education, 1994, 28, 259-274.	1.2	47
106	Phenotypic performance profile of children with reading disabilities: A regression-based test of the phonological-core variable-difference model.. Journal of Educational Psychology, 1994, 86, 24-53.	2.1	1,047
107	Reply to Taylor. Reading Research Quarterly, 1994, 29, 290.	1.8	7
108	Children's literacy environments and early word recognition subskills. Reading and Writing, 1993, 5, 193-204.	1.0	111

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109	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
110	Reading in the Real World and Its Correlates. <i>Reading Research Quarterly</i> , 1993, 28, 34.	1.8	130
111	It's Practical to Be Rational. <i>Journal of Learning Disabilities</i> , 1993, 26, 524-532.	1.5	5
112	Dysrationalia. <i>Journal of Learning Disabilities</i> , 1993, 26, 501-515.	1.5	74
113	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
114	Understanding and Teaching Reading: An Interactive Model. <i>American Journal of Psychology</i> , 1993, 106, 456.	0.5	11
115	The developmental history of an illusion. <i>Behavioral and Brain Sciences</i> , 1993, 16, 80-81.	0.4	2
116	The Language Code: Issues in Word Recognition. <i>Recent Research in Psychology</i> , 1993, , 111-135.	0.5	18
117	Problems in the Differential Diagnosis of Reading Disabilities. , 1993, , 3-31.		9
118	Commentary: Response to Christensen. <i>Reading Research Quarterly</i> , 1992, 27, 279.	1.8	6
119	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
120	Studying the consequences of literacy within a literate society: The cognitive correlates of print exposure. <i>Memory and Cognition</i> , 1992, 20, 51-68.	0.9	254
121	Information Processing Models. , 1992, , 352-371.		6
122	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
123	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.	2.1	355
124	Discrepancy Definitions of Reading Disability: Has Intelligence Led Us Astray?. <i>Reading Research Quarterly</i> , 1991, 26, 7.	1.8	377
125	Conceptual and Empirical Problems with Discrepancy Definitions of Reading Disability. <i>Learning Disability Quarterly</i> , 1991, 14, 269-280.	0.9	68
126	The Psychology of Reading: Evolutionary and Revolutionary Developments. <i>Annual Review of Applied Linguistics</i> , 1991, 12, 3-30.	1.0	15

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127	Damn! There goes that ghost again!. Behavioral and Brain Sciences, 1991, 14, 696-698.	0.4	82
128	Cognitive Science Meets Beginning Reading. Psychological Science, 1991, 2, 70-83.	1.8	59
129	The Incidental Acquisition of Information from Reading. Psychological Science, 1991, 2, 325-330.	1.8	82
130	The causes and consequences of differences in reading fluency. Theory Into Practice, 1991, 30, 176-184.	0.9	86
131	And then a miracle happens€. Behavioral and Brain Sciences, 1990, 13, 684-685.	0.4	0
132	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
133	Concepts in developmental theories of reading skill: Cognitive resources, automaticity, and modularity. Developmental Review, 1990, 10, 72-100.	2.6	267
134	A Call for an End to the Paradigm Wars in Reading Research. Journal of Literacy Research, 1990, 22, 221-231.	0.6	31
135	Has the Learning Disabilities Field Lost Its Intelligence?. Journal of Learning Disabilities, 1989, 22, 487-492.	1.5	48
136	Learning Disabilities in Broader Context. Journal of Learning Disabilities, 1989, 22, 287-291.	1.5	5
137	Various Varying Views on Variation. Journal of Learning Disabilities, 1989, 22, 366-369.	1.5	10
138	Implicit Philosophies of Mind: The Dualism Scale and Its Relation to Religiosity and Belief in Extrasensory Perception. Journal of Psychology: Interdisciplinary and Applied, 1989, 123, 5-23.	0.9	157
139	Exposure to Print and Orthographic Processing. Reading Research Quarterly, 1989, 24, 402.	1.8	715
140	The right and wrong places to look for the cognitive locus of reading disability. Annals of Dyslexia, 1988, 38, 154-177.	1.2	252
141	How much of sentence priming is word priming?. Bulletin of the Psychonomic Society, 1988, 26, 1-4.	0.2	8
142	The neutral condition in sentence context experiments: Empirical studies. Bulletin of the Psychonomic Society, 1988, 26, 87-90.	0.2	1
143	Explaining the Differences Between the Dyslexic and the Garden-Variety Poor Reader. Journal of Learning Disabilities, 1988, 21, 590-604.	1.5	891
144	The Developmental Lag Hypothesis in Reading: Longitudinal and Matched Reading-Level Comparisons. Child Development, 1988, 59, 71.	1.7	125

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145	Science and Learning Disabilities. <i>Journal of Learning Disabilities</i> , 1988, 21, 210-214.	1.5	16
146	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
147	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
148	Priming without awareness: What was all the fuss about?. <i>Behavioral and Brain Sciences</i> , 1986, 9, 47-48.	0.4	47
149	Robust effects of syntactic structure on visual word processing. <i>Memory and Cognition</i> , 1986, 14, 104-112.	0.9	115
150	Cognitive Determinants of Reading in Mentally Retarded Individuals. <i>International Review of Research in Mental Retardation</i> , 1985, 13, 181-214.	0.7	13
151	Children's Word Recognition in Context: Spreading Activation, Expectancy, and Modularity. <i>Child Development</i> , 1985, 56, 1418.	1.7	40
152	The blackâ€“white differences are real: Where do we go from here?. <i>Behavioral and Brain Sciences</i> , 1985, 8, 242-243.	0.4	5
153	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
154	The Interactive-Compensatory Model of Reading. <i>Remedial and Special Education</i> , 1984, 5, 11-19.	1.7	128
155	Assessing phonological awareness in kindergarten children: Issues of task comparability. <i>Journal of Experimental Child Psychology</i> , 1984, 38, 175-190.	0.7	659
156	Intelligence, Cognitive Skills, and Early Reading Progress. <i>Reading Research Quarterly</i> , 1984, 19, 278.	1.8	315
157	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
158	Another look at semantic priming without awareness. <i>Perception & Psychophysics</i> , 1983, 34, 65-71.	2.3	125
159	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
160	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
161	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
162	On priming by a sentence context.. <i>Journal of Experimental Psychology: General</i> , 1983, 112, 1-36.	1.5	407

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163	Individual Differences in the Cognitive Processes of Reading. <i>Journal of Learning Disabilities</i> , 1982, 15, 485-493.	1.5	164
164	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
165	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
166	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
167	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
168	A Reply to Goodman. <i>Reading Research Quarterly</i> , 1981, 17, 157.	1.8	1
169	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
170	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
171	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
172	On Saccuzzo's reply.. <i>Journal of Abnormal Psychology</i> , 1981, 90, 261-262.	2.0	4
173	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
174	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
175	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
176	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
177	Lexical access and the spelling-to-sound regularity effect. <i>Memory and Cognition</i> , 1980, 8, 424-432.	0.9	97
178	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
179	The Development of Automatic Word Recognition Skills. <i>Journal of Literacy Research</i> , 1979, 11, 211-219.	0.6	16
180	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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181	Mechanisms of sentence context effects in reading: Automatic activation and conscious attention. <i>Memory and Cognition</i> , 1979, 7, 77-85.	0.9	333
182	The development of word recognition mechanisms: Inference and unitization. <i>Bulletin of the Psychonomic Society</i> , 1979, 13, 71-74.	0.2	3
183	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
184	Experiments on the spelling-to-sound regularity effect in word recognition. <i>Memory and Cognition</i> , 1978, 6, 410-415.	0.9	149
185	Visual angle and the word superiority effect. <i>Memory and Cognition</i> , 1978, 6, 3-8.	0.9	48
186	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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