

Charles A Perfetti

List of Publications by Year in descending order

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153
papers

13,878
citations

34105

52
h-index

24982

109
g-index

158
all docs

158
docs citations

158
times ranked

5069
citing authors

#	ARTICLE	IF	CITATIONS
1	Reading Ability: Lexical Quality to Comprehension. <i>Scientific Studies of Reading</i> , 2007, 11, 357-383.	2.0	1,343
2	Word Knowledge in a Theory of Reading Comprehension. <i>Scientific Studies of Reading</i> , 2014, 18, 22-37.	2.0	698
3	How Psychological Science Informs the Teaching of Reading. <i>Psychological Science in the Public Interest: A Journal of the American Psychological Society</i> , 2001, 2, 31-74.	10.7	630
4	Cross-cultural effect on the brain revisited: Universal structures plus writing system variation. <i>Human Brain Mapping</i> , 2005, 25, 92-104.	3.6	488
5	The Acquisition of Reading Comprehension Skill. , 0, , 227-247.		461
6	The lexical quality hypothesis. <i>Studies in Written Language and Literacy</i> , 2002, , 189-213.	1.0	439
7	Biological abnormality of impaired reading is constrained by culture. <i>Nature</i> , 2004, 431, 71-76.	27.8	422
8	Reading depends on writing, in Chinese. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2005, 102, 8781-8785.	7.1	390
9	The Neural System Underlying Chinese Logograph Reading. <i>NeuroImage</i> , 2001, 13, 836-846.	4.2	387
10	Phonemic activation during the first 40 ms of word identification: Evidence from backward masking and priming. <i>Journal of Memory and Language</i> , 1991, 30, 473-485.	2.1	358
11	The Knowledgeâ€Learningâ€Instruction Framework: Bridging the Scienceâ€Practice Chasm to Enhance Robust Student Learning. <i>Cognitive Science</i> , 2012, 36, 757-798.	1.7	350
12	The Lexical Constituency Model: Some Implications of Research on Chinese for General Theories of Reading.. <i>Psychological Review</i> , 2005, 112, 43-59.	3.8	347
13	Automatic (prelexical) phonetic activation in silent word reading: Evidence from backward masking. <i>Journal of Memory and Language</i> , 1988, 27, 59-70.	2.1	329
14	Alphabetic and nonalphabetic L1 effects in English word identification: a comparison of Korean and Chinese English L2 learners. <i>Cognition</i> , 2003, 87, 129-149.	2.2	274
15	A rose is a REEZ: The two-cycles model of phonology assembly in reading English.. <i>Psychological Review</i> , 1995, 102, 146-184.	3.8	269
16	Brain activation in the processing of Chinese characters and words: A functional MRI study. <i>Human Brain Mapping</i> , 2000, 10, 16-27.	3.6	248
17	Chineseâ€English biliteracy acquisition: cross-language and writing system transfer. <i>Cognition</i> , 2005, 97, 67-88.	2.2	245
18	The Universal Grammar of Reading. <i>Scientific Studies of Reading</i> , 2003, 7, 3-24.	2.0	243

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19	The time course of graphic, phonological, and semantic activation in Chinese character identification.. Journal of Experimental Psychology: Learning Memory and Cognition, 1998, 24, 101-118.	0.9	233
20	A structuralâ€“functional basis for dyslexia in the cortex of Chinese readers. Proceedings of the National Academy of Sciences of the United States of America, 2008, 105, 5561-5566.	7.1	231
21	Very early phonological activation in Chinese reading.. Journal of Experimental Psychology: Learning Memory and Cognition, 1995, 21, 24-33.	0.9	211
22	Chapter 13 Reading in English and Chinese: Evidence for a â€œUniversalâ€“Phonological Principle. Advances in Psychology, 1992, , 227-248.	0.1	210
23	Phonological processes in reading Chinese characters.. Journal of Experimental Psychology: Learning Memory and Cognition, 1991, 17, 633-643.	0.9	173
24	Morphology in Word Identification: A Word-Experience Model That Accounts for Morpheme Frequency Effects. Scientific Studies of Reading, 2003, 7, 219-237.	2.0	165
25	Reading in two writing systems: Accommodation and assimilation of the brain's reading network. Bilingualism, 2007, 10, 131-146.	1.3	157
26	The time course of brain activity in reading English and Chinese: An ERP study of Chinese bilinguals. Human Brain Mapping, 2003, 18, 167-175.	3.6	154
27	Discourse memory and reading comprehension skill. Journal of Verbal Learning and Verbal Behavior, 1976, 15, 33-42.	3.7	148
28	Specialization and Universals in the Development of Reading Skill: How Chinese Research Informs a Universal Science of Reading. Scientific Studies of Reading, 2013, 17, 5-21.	2.0	134
29	Word Learning and Individual Differences in Word Learning Reflected in Event-Related Potentials.. Journal of Experimental Psychology: Learning Memory and Cognition, 2005, 31, 1281-1292.	0.9	132
30	Context Variation and Definitions in Learning the Meanings of Words: An Instance-Based Learning Approach. Discourse Processes, 2008, 45, 122-159.	1.8	128
31	Fluency Training in the ESL Classroom: An Experimental Study of Fluency Development and Proceduralization. Language Learning, 2011, 61, 533-568.	2.7	128
32	Assimilation and accommodation patterns in ventral occipitotemporal cortex in learning a second writing system. Human Brain Mapping, 2009, 30, 810-820.	3.6	125
33	Orthography to Phonology and Meaning: Comparisons Across and within Writing Systems. Reading and Writing, 2005, 18, 193-210.	1.7	124
34	The Representation Problem in Reading Acquisition. , 2017, , 145-174.		115
35	Writing strengthens orthography and alphabetic-coding strengthens phonology in learning to read Chinese.. Journal of Educational Psychology, 2011, 103, 509-522.	2.9	112
36	Advances in text comprehension: model, process and development. Applied Cognitive Psychology, 2008, 22, 293-301.	1.6	105

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37	Writing affects the brain network of reading in Chinese: A functional magnetic resonance imaging study. <i>Human Brain Mapping</i> , 2013, 34, 1670-1684.	3.6	104
38	Alphabetic Readers Quickly Acquire Orthographic Structure in Learning to Read Chinese. <i>Scientific Studies of Reading</i> , 2003, 7, 183-208.	2.0	100
39	Visual Chinese Character Recognition: Does Phonological Information Mediate Access to Meaning?. <i>Journal of Memory and Language</i> , 1997, 37, 41-57.	2.1	98
40	An electrophysiological investigation of semantic and phonological processing in skilled and less-skilled comprehenders. <i>Brain and Language</i> , 2007, 102, 30-45.	1.6	98
41	ERP Evidence for the Time Course of Graphic, Phonological, and Semantic Information in Chinese Meaning and Pronunciation Decisions.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2003, 29, 1231-1247.	0.9	95
42	Evidence for neural accommodation to a writing system following learning. <i>Human Brain Mapping</i> , 2007, 28, 1223-1234.	3.6	95
43	Comprehension skill and word-text integration processes. <i>Applied Cognitive Psychology</i> , 2008, 22, 303-318.	1.6	90
44	Title is missing!. <i>Reading and Writing</i> , 1998, 10, 165-200.	1.7	89
45	Morphological processing in reading acquisition: A cross-linguistic perspective. <i>Applied Psycholinguistics</i> , 2011, 32, 457-466.	1.1	86
46	Universal Reading Processes Are Modulated by Language and Writing System. <i>Language Learning and Development</i> , 2013, 9, 296-316.	1.4	84
47	Event-related potential indicators of text integration across sentence boundaries.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2007, 33, 55-89.	0.9	82
48	High Proficiency in a Second Language is Characterized by Greater Involvement of the First Language Network: Evidence from Chinese Learners of English. <i>Journal of Cognitive Neuroscience</i> , 2013, 25, 1649-1663.	2.3	70
49	A trading relationship between reading skill and domain knowledge in children's text comprehension. <i>Discourse Processes</i> , 1995, 20, 307-323.	1.8	63
50	GraphCom: A multidimensional measure of graphic complexity applied to 131 written languages. <i>Behavior Research Methods</i> , 2018, 50, 427-449.	4.0	63
51	Phonological activation in visual identification of Chinese two-character words.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 1999, 25, 382-393.	0.9	61
52	The Implicit and Explicit Learning of Orthographic Structure and Function of a New Writing System. <i>Scientific Studies of Reading</i> , 2004, 8, 357-379.	2.0	61
53	Lexical Quality in the Brain: ERP Evidence for Robust Word Learning From Context. <i>Developmental Neuropsychology</i> , 2010, 35, 376-403.	1.4	60
54	Neural basis of single-word reading in Spanish-English bilinguals. <i>Human Brain Mapping</i> , 2012, 33, 235-245.	3.6	59

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55	Visual complexity in orthographic learning: Modeling learning across writing system variations. <i>Scientific Studies of Reading</i> , 2016, 20, 64-85.	2.0	55
56	Reading, Writing, and Animation in Character Learning in Chinese as a Foreign Language. <i>Foreign Language Annals</i> , 2013, 46, 423-444.	1.0	54
57	Word learning: An ERP investigation of word experience effects on recognition and word processing. <i>Contemporary Educational Psychology</i> , 2010, 35, 126-140.	2.9	52
58	Introduction to this Special Issue: Vocabulary Growth and Reading Skill. <i>Scientific Studies of Reading</i> , 2011, 15, 1-7.	2.0	52
59	Universals in Learning to Read Across Languages and Writing Systems. <i>Scientific Studies of Reading</i> , 2022, 26, 150-164.	2.0	43
60	Neural Signatures of the Reading-Writing Connection: Greater Involvement of Writing in Chinese Reading than English Reading. <i>PLoS ONE</i> , 2016, 11, e0168414.	2.5	42
61	The Brain Might Read That Way. <i>Scientific Studies of Reading</i> , 2004, 8, 293-304.	2.0	41
62	Sentence integration processes: An ERP study of Chinese sentence comprehension with relative clauses. <i>Brain and Language</i> , 2010, 112, 85-100.	1.6	39
63	Contextual learning of L2 word meanings: second language proficiency modulates behavioural and event-related brain potential (ERP) indicators of learning. <i>Language, Cognition and Neuroscience</i> , 2015, 30, 506-528.	1.2	39
64	Chinese Character and English Word processing in children's ventral occipitotemporal cortex: fMRI evidence for script invariance. <i>NeuroImage</i> , 2016, 133, 302-312.	4.2	39
65	Cognitive research can inform reading education. <i>Journal of Research in Reading</i> , 1995, 18, 106-115.	2.0	37
66	Learning a Tonal Language by Attending to the Tone: An In Vivo Experiment. <i>Language Learning</i> , 2011, 61, 1119-1141.	2.7	37
67	Predicting Robust Vocabulary Growth from Measures of Incremental Learning. <i>Scientific Studies of Reading</i> , 2011, 15, 71-91.	2.0	37
68	Short-term retention of discourse during reading.. <i>Journal of Educational Psychology</i> , 1980, 72, 647-655.	2.9	36
69	The Effect of Radical-Based Grouping in Character Learning in Chinese as a Foreign Language. <i>Modern Language Journal</i> , 2014, 98, 773-793.	2.3	36
70	Testing an assumption of the E-Reader model of eye-movement control during reading: Using event-related potentials to examine the familiarity check. <i>Psychophysiology</i> , 2011, 48, 993-1003.	2.4	35
71	Subsyllabic units in reading. <i>Studies in Written Language and Literacy</i> , 2002, , 139-163.	1.0	34
72	Automatic phonetic transfer in bidialectal reading. <i>Applied Psycholinguistics</i> , 1991, 12, 299-311.	1.1	32

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73	Learning to Read an Alphabet of Human Faces Produces Left-lateralized Training Effects in the Fusiform Gyrus. <i>Journal of Cognitive Neuroscience</i> , 2014, 26, 896-913.	2.3	32
74	Reading and writing: Insights from the alphasyllabaries of South and Southeast Asia. <i>Writing Systems Research</i> , 2014, 6, 1-9.	0.3	32
75	Eye movements reveal readers' lexical quality and reading experience. <i>Reading and Writing</i> , 2016, 29, 1069-1103.	1.7	32
76	Two Basic Questions about Reading and Learning to Read. <i>Neuropsychology and Cognition</i> , 1998, , 15-47.	0.6	32
77	Early stage visual-orthographic processes predict long-term retention of word form and meaning: A visual encoding training study. <i>Journal of Neurolinguistics</i> , 2013, 26, 440-461.	1.1	30
78	Writing quality predicts Chinese learning. <i>Reading and Writing</i> , 2015, 28, 763-795.	1.7	30
79	Lexical quality revisited. , 0, , .		30
80	Less skilled comprehenders' ERPs show sluggish word-to-text integration processes. <i>Written Language and Literacy</i> , 2005, 8, 157-181.	0.4	28
81	ERP measures of partial semantic knowledge: Left temporal indices of skill differences and lexical quality. <i>Biological Psychology</i> , 2009, 80, 130-147.	2.2	28
82	Write to read: the brain's universal reading and writing network. <i>Trends in Cognitive Sciences</i> , 2013, 17, 56-57.	7.8	27
83	Supporting Orthographic Learning at the Beginning Stage of Learning to Read Chinese as a Second Language. <i>International Journal of Disability Development and Education</i> , 2014, 61, 288-305.	1.1	27
84	Word-to-text integration: Message level and lexical level influences in ERPs. <i>Neuropsychologia</i> , 2014, 64, 41-53.	1.6	27
85	Threshold-style processing of Chinese characters for adult second-language learners. <i>Memory and Cognition</i> , 2007, 35, 471-480.	1.6	26
86	The contributions of language control to executive functions: From the perspective of bilingual comprehension. <i>Quarterly Journal of Experimental Psychology</i> , 2019, 72, 1984-1997.	1.1	25
87	Integrating word processing with text comprehension. <i>Studies in Written Language and Literacy</i> , 0, , 9-32.	1.0	25
88	Reading Chinese characters: orthography, phonology, meaning, and the Lexical Constituency Model. , 2006, , 225-236.		24
89	Epilogue: Universals and Particulars in Learning to Read across Seventeen Orthographies. , 0, , 455-466.		24
90	Chinese-English bilinguals transfer L1 lexical reading procedures and holistic orthographic coding to L2 English. <i>Journal of Neurolinguistics</i> , 2019, 50, 136-148.	1.1	24

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91	Learning new meanings for known words: biphasic effects of prior knowledge. <i>Language, Cognition and Neuroscience</i> , 2017, 32, 637-649.	1.2	23
92	Whole word, frequency-general phonology in semantic processing of Chinese characters.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 1999, 25, 858-875.	0.9	21
93	Minimal Information for Neural Electromagnetic Ontologies (MINEMO): A standards-compliant method for analysis and integration of event-related potentials (ERP) data. <i>Standards in Genomic Sciences</i> , 2011, 5, 211-223.	1.5	20
94	Why inferences might be restricted. <i>Discourse Processes</i> , 1993, 16, 181-192.	1.8	19
95	Learning to Read Finnish. , 2017, , .		18
96	Brain-behavior relations in reading and dyslexia: Implications of Chinese results. <i>Brain and Language</i> , 2006, 98, 344-346.	1.6	17
97	Perturbation of old knowledge precedes integration of new knowledge. <i>Neuropsychologia</i> , 2017, 99, 270-278.	1.6	17
98	Does reading in an alphasyllabary affect phonemic awareness? Inherent schwa effects in Marathi-English bilinguals. <i>Writing Systems Research</i> , 2014, 6, 73-93.	0.3	16
99	Learning to Read Greek. , 2017, , .		16
100	Comprehending implicit meanings in text without making inferences. , 2015, , 1-18.		15
101	Integrative and predictive processes in text reading: the N400 across a sentence boundary. <i>Language, Cognition and Neuroscience</i> , 2017, 32, 1001-1016.	1.2	15
102	A Lifespan fMRI Study of Neurodevelopment Associated with Reading Chinese. <i>Cerebral Cortex</i> , 2020, 30, 4140-4157.	2.9	15
103	ERP evidence for memory and predictive mechanisms in word-to-text integration. <i>Language, Cognition and Neuroscience</i> , 2015, 30, 1273-1290.	1.2	14
104	Effects of induced orthographic and semantic knowledge on subsequent learning: a test of the partial knowledge hypothesis. <i>Reading and Writing</i> , 2016, 29, 475-500.	1.7	14
105	Cross-linguistic perspectives on second language reading. <i>Journal of Neurolinguistics</i> , 2019, 50, 1-6.	1.1	12
106	Character and child factors contribute to character recognition development among good and poor Chinese readers from grade 1 to 6. <i>Annals of Dyslexia</i> , 2020, 70, 220-242.	1.7	12
107	Acquisition of compound words in Chinese—English bilingual children: Decomposition and cross-language activation. <i>Applied Psycholinguistics</i> , 2011, 32, 583-600.	1.1	11
108	Incremental learning of Chinese orthography: ERP indicators of animated and static stroke displays on character form and meaning acquisition. <i>Journal of Neurolinguistics</i> , 2015, 33, 78-95.	1.1	11

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109	Individual Differences in Phonological Feedback Effects: Evidence for the Orthographic Recoding Hypothesis of Orthographic Learning. <i>Scientific Studies of Reading</i> , 2017, 21, 31-45.	2.0	11
110	Learning to Read Chinese. , 0, , 31-56.		11
111	Reading Pinyin activates sublexical character orthography for skilled Chinese readers. <i>Language, Cognition and Neuroscience</i> , 2019, 34, 736-746.	1.2	11
112	Incremental Comprehension Examined in Event-related Potentials: Word-to-Text Integration and Structure Building. <i>Discourse Processes</i> , 2021, 58, 2-21.	1.8	10
113	ERP indicators of L2 proficiency in word-to-text integration processes. <i>Neuropsychologia</i> , 2018, 117, 287-301.	1.6	9
114	Word-to-text integration: ERP evidence for semantic and orthographic effects in Chinese. <i>Journal of Neurolinguistics</i> , 2017, 42, 83-92.	1.1	8
115	Learning to Read English. , 2017, , .		8
116	Learning new meanings for known words: Perturbation of original meanings and retention of new meanings. <i>Memory and Cognition</i> , 2019, 47, 130-144.	1.6	8
117	Chapter 3. Visual factors in writing system variation. <i>Bilingual Processing and Acquisition</i> , 0, , 49-72.	0.4	8
118	ERP Indicators of local and global text influences on word-to-text integration. <i>Language, Cognition and Neuroscience</i> , 2019, 34, 13-28.	1.2	7
119	Developmental Dyslexia in Chinese. , 2019, , 200-226.		7
120	Developmental Dyslexia across Languages and Writing Systems: The Big Picture. , 2019, , 441-461.		7
121	Reading Pinyin activates character orthography for highly experienced learners of Chinese. <i>Bilingualism</i> , 2019, 22, 103-111.	1.3	7
122	Error-related negativities during spelling judgments expose orthographic knowledge. <i>Neuropsychologia</i> , 2014, 54, 112-128.	1.6	5
123	Word superiority effect for native Chinese readers and low-proficiency Chinese learners. <i>Applied Psycholinguistics</i> , 2018, 39, 1097-1115.	1.1	5
124	Activation of L1 orthography in L2 word reading: Constraints from language and writing system. <i>Second Language Research</i> , 2021, 37, 323-348.	2.0	5
125	Development and validation of a Chinese pseudo-character/non-character producing system. <i>Behavior Research Methods</i> , 2022, 54, 632-648.	4.0	5
126	Improving Hindi decoding skills via a mobile game. <i>Reading and Writing</i> , 2019, 32, 2149-2178.	1.7	4

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127	Accelerating Adolescent Vocabulary Growth: Development of an Individualized, Web-Based, Vocabulary Instruction Program. <i>Language, Speech, and Hearing Services in Schools</i> , 2019, 50, 579-595.	1.6	4
128	The Effect of Radical-Based Grouping in Character Learning in Chinese as a Foreign Language. <i>Modern Language Journal</i> , 2014, 98, 773-793.	2.3	4
129	Lexical Stress and Linguistic Predictability Influence Proofreading Behavior. <i>Frontiers in Psychology</i> , 2016, 7, 96.	2.1	3
130	Semantic processes and individual differences detected through error-related negativities. <i>Journal of Neurolinguistics</i> , 2016, 37, 82-97.	1.1	3
131	Behavioral Precursors of Developmental Dyslexia. , 2019, , 229-252.		3
132	Integration and structure building across a sentence boundary: ERP indicators of definite/indefinite article, noun repetition, and comprehension skill effects. <i>Language, Cognition and Neuroscience</i> , 2020, 35, 124-136.	1.2	3
133	Thematic influences on word-to-text integration across a sentence boundary. <i>Language, Cognition and Neuroscience</i> , 2020, 35, 1239-1256.	1.2	3
134	Unmasking individual differences in adult reading procedures by disrupting holistic orthographic perception. <i>PLoS ONE</i> , 2020, 15, e0233041.	2.5	3
135	Developmental Dyslexia in English. , 2019, , 25-49.		2
136	Etiology of Developmental Dyslexia. , 2019, , 391-412.		2
137	The contribution of orthographic input, phonological skills, and rise time discrimination to the learning of non-native phonemic contrasts. <i>Applied Psycholinguistics</i> , 2020, 41, 481-516.	1.1	2
138	A measure of individual differences in readers's approaches to text and its relation to reading experience and reading comprehension. <i>Behavior Research Methods</i> , 2023, 55, 899-931.	4.0	2
139	Thru but not wisht: Language, writing, and universal reading theory. <i>Behavioral and Brain Sciences</i> , 2012, 35, 299-300.	0.7	1
140	Foundations of Language, Literacy, and Numeracy Learning. <i>International Journal of Disability Development and Education</i> , 2014, 61, 189-193.	1.1	1
141	Challenges in Learning Akshara orthographies for Second language Learners. <i>Literacy Studies</i> , 2019, , 311-326.	0.3	1
142	Consistency and regularity effects in character identification: A greater role for global than local mapping congruence. <i>Brain and Language</i> , 2021, 221, 104997.	1.6	1
143	Reading Too Much Into Baboon Skills?. <i>Science</i> , 2012, 336, 1100-1100.	12.6	0
144	Learning to Read Italian. , 0, , 211-242.		0

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145	The role of word knowledge in error detection: a challenge to the broken error monitor account of dyslexia. <i>Annals of Dyslexia</i> , 2022, , 1.	1.7	0
146	Spelling Challenges in Hindi. <i>Psychological Studies</i> , 2021, 66, 390-407.	1.0	0
147	Word-to-text integration and antecedent accessibility: Eye-tracking evidence extends results of event-related potentials (ERPs).. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2022, 48, 598-617.	0.9	0
148	Title is missing!. , 2020, 15, e0233041.		0
149	Title is missing!. , 2020, 15, e0233041.		0
150	Title is missing!. , 2020, 15, e0233041.		0
151	Title is missing!. , 2020, 15, e0233041.		0
152	Title is missing!. , 2020, 15, e0233041.		0
153	Title is missing!. , 2020, 15, e0233041.		0