Charles A Perfetti

List of Publications by Year
in descending order

153	13,878	34105	24982
papers	citations	52 h-index	109 g-index

158	158	158	5069
all docs	docs citations	times ranked	citing authors

#	Article	IF	Citations
1	A measure of individual differences in readersâ€™ approaches to text and its relation to reading experience and reading comprehension. Behavior Research Methods, 2023, 55, 899-931.	4.0	2
2	Universals in Learning to Read Across Languages and Writing Systems. Scientific Studies of Reading, 2022, 26, 150-164.	2.0	43
3	Development and validation of a Chinese pseudo-character/non-character producing system. Behavior Research Methods, 2022, 54, 632-648.	4.0	5
4	The role of word knowledge in error detection: a challenge to the broken error monitor account of dyslexia. Annals of Dyslexia, 2022, , 1.	1.7	0
5	Word-to-text integration and antecedent accessibility: Eye-tracking evidence extends results of event-related potentials (ERPs).. Journal of Experimental Psychology: Learning Memory and Cognition, 2022, 48, 598-617.	0.9	0
6	Incremental Comprehension Examined in Event-related Potentials: Word-to-Text Integration and Structure Building. Discourse Processes, 2021, 58, 2-21.	1.8	10
7	Activation of L1 orthography in L2 word reading: Constraints from language and writing system. Second Language Research, 2021, 37, 323-348.	2.0	5
8	Consistency and regularity effects in character identification: A greater role for global than local mapping congruence. Brain and Language, 2021, 221, 104997.	1.6	1
9	Spelling Challenges in Hindi. Psychological Studies, 2021, 66, 390-407.	1.0	0
10	Integration and structure building across a sentence boundary: ERP indicators of definite/indefinite article, noun repetition, and comprehension skill effects. Language, Cognition and Neuroscience, 2020, 35, 124-136.	1.2	3
11	Thematic influences on word-to-text integration across a sentence boundary. Language, Cognition and Neuroscience, 2020, 35, 1239-1256.	1.2	3
12	The contribution of orthographic input, phonological skills, and rise time discrimination to the learning of non-native phonemic contrasts. Applied Psycholinguistics, 2020, 41, 481-516.	1.1	2
13	Unmasking individual differences in adult reading procedures by disrupting holistic orthographic perception. PLoS ONE, 2020, 15, e0233041.	2.5	3
14	Character and child factors contribute to character recognition development among good and poor Chinese readers from grade 1 to 6. Annals of Dyslexia, 2020, 70, 220-242.	1.7	12
15	A Lifespan fMRI Study of Neurodevelopment Associated with Reading Chinese. Cerebral Cortex, 2020, 30, 4140-4157.	2.9	15
16	Title is missing!. , 2020, 15, e0233041.		0
17	Title is missing!. , 2020, 15, e0233041.		0
18	Title is missing!. , 2020, 15, e0233041.		0

#	Article	IF	Citations
19	Title is missing!. , 2020, 15, e0233041.		0
20	Title is missing!. , 2020, 15, e0233041.		0
21	Title is missing!. , 2020, 15, e0233041.		0
22	ERP Indicators of local and global text influences on word-to-text integration. Language, Cognition and Neuroscience, 2019, 34, 13-28.	1.2	7
23	Developmental Dyslexia in Chinese. , 2019, , 200-226.		7
24	Behavioral Precursors of Developmental Dyslexia. , 2019, , 229-252.		3
25	Developmental Dyslexia across Languages and Writing Systems: The Big Picture. , 2019, , 441-461.		7
26	Developmental Dyslexia in English. , 2019, , 25-49.		2
27	Etiology of Developmental Dyslexia. , 2019, , 391-412.		2
28	The contributions of language control to executive functions: From the perspective of bilingual comprehension. Quarterly Journal of Experimental Psychology, 2019, 72, 1984-1997.	1.1	25
29	Challenges in Learning Akshara orthographies for Second language Learners. Literacy Studies, 2019, , 311-326.	0.3	1
30	Improving Hindi decoding skills via a mobile game. Reading and Writing, 2019, 32, 2149-2178.	1.7	4
31	Cross-linguistic perspectives on second language reading. Journal of Neurolinguistics, 2019, 50, 1-6.	1.1	12
32	Reading Pinyin activates sublexcial character orthography for skilled Chinese readers. Language, Cognition and Neuroscience, 2019, 34, 736-746.	1.2	11
33	Learning new meanings for known words: Perturbation of original meanings and retention of new meanings. Memory and Cognition, 2019, 47, 130-144.	1.6	8
34	Chinese-English bilinguals transfer L1 lexical reading procedures and holistic orthographic coding to L2 English. Journal of Neurolinguistics, 2019, 50, 136-148.	1.1	24
35	Reading Pinyin activates character orthography for highly experienced learners of Chinese. Bilingualism, 2019, 22, 103-111.	1.3	7
36	Accelerating Adolescent Vocabulary Growth: Development of an Individualized, Web-Based, Vocabulary Instruction Program. Language, Speech, and Hearing Services in Schools, 2019, 50, 579-595.	1.6	4

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37	GraphCom: A multidimensional measure of graphic complexity applied to 131 written languages. Behavior Research Methods, 2018, 50, 427-449.	4.0	63
38	Word superiority effect for native Chinese readers and low-proficiency Chinese learners. Applied Psycholinguistics, 2018, 39, 1097-1115.	1.1	5
39	ERP indicators of L2 proficiency in word-to-text integration processes. Neuropsychologia, 2018, 117, 287-301.	1.6	9
40	Integrative and predictive processes in text reading: the N400 across a sentence boundary. Language, Cognition and Neuroscience, 2017, 32, 1001-1016.	1.2	15
41	Word-to-text integration: ERP evidence for semantic and orthographic effects in Chinese. Journal of Neurolinguistics, 2017, 42, 83-92.	1.1	8
42	Perturbation of old knowledge precedes integration of new knowledge. Neuropsychologia, 2017, 99, 270-278.	1.6	17
43	Individual Differences in Phonological Feedback Effects: Evidence for the Orthographic Recoding Hypothesis of Orthographic Learning. Scientific Studies of Reading, 2017, 21, 31-45.	2.0	11
44	Learning to Read Greek. , 2017, , .		16
45	Learning to Read English. , 2017, , .		8
46	Learning to Read Finnish. , 2017, , .		18
47	Learning new meanings for known words: biphasic effects of prior knowledge. Language, Cognition and Neuroscience, 2017, 32, 637-649.	1.2	23
48	The Representation Problem in Reading Acquisition. , 2017, , 145-174.		115
49	Neural Signatures of the Reading-Writing Connection: Greater Involvement of Writing in Chinese Reading than English Reading. PLoS ONE, 2016, 11, e0168414.	2.5	42
50	Lexical Stress and Linguistic Predictability Influence Proofreading Behavior. Frontiers in Psychology, 2016, 7, 96.	2.1	3
51	Effects of induced orthographic and semantic knowledge on subsequent learning: a test of the partial knowledge hypothesis. Reading and Writing, 2016, 29, 475-500.	1.7	14
52	Visual complexity in orthographic learning: Modeling learning across writing system variations. Scientific Studies of Reading, 2016, 20, 64-85.	2.0	55
53	Chinese Character and English Word processing in children's ventral occipitotemporal cortex: fMRI evidence for script invariance. NeuroImage, 2016, 133, 302-312.	4.2	39
54	Eye movements reveal readersâ€™ lexical quality and reading experience. Reading and Writing, 2016, 29, 1069-1103.	1.7	32

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55	Semantic processes and individual differences detected through error-related negativities. Journal of Neurolinguistics, 2016, 37, 82-97.	1.1	3
56	Comprehending implicit meanings in text without making inferences. , 2015, , 1-18.		15
57	Writing quality predicts Chinese learning. Reading and Writing, 2015, 28, 763-795.	1.7	30
58	Contextual learning of L2 word meanings: second language proficiency modulates behavioural and event-related brain potential (ERP) indicators of learning. Language, Cognition and Neuroscience, 2015, 30, 506-528.	1.2	39
59	ERP evidence for memory and predictive mechanisms in word-to-text integration. Language, Cognition and Neuroscience, 2015, 30, 1273-1290.	1.2	14
60	Incremental learning of Chinese orthography: ERP indicators of animated and static stroke displays on character form and meaning acquisition. Journal of Neurolinguistics, 2015, 33, 78-95.	1.1	11
61	Learning to Read an Alphabet of Human Faces Produces Left-lateralized Training Effects in the Fusiform Gyrus. Journal of Cognitive Neuroscience, 2014, 26, 896-913.	2.3	32
62	Word Knowledge in a Theory of Reading Comprehension. Scientific Studies of Reading, 2014, 18, 22-37.	2.0	698
63	Foundations of Language, Literacy, and Numeracy Learning. International Journal of Disability Development and Education, 2014, 61, 189-193.	1.1	1
64	The Effect of Radicalâ€Based Grouping in Character Learning in Chinese as a Foreign Language. Modern Language Journal, 2014, 98, 773-793.	2.3	36
65	Supporting Orthographic Learning at the Beginning Stage of Learning to Read Chinese as a Second Language. International Journal of Disability Development and Education, 2014, 61, 288-305.	1.1	27
66	Does reading in an alphasyllabary affect phonemic awareness? Inherent schwa effects in Marathi-English bilinguals. Writing Systems Research, 2014, 6, 73-93.	0.3	16
67	Word-to-text integration: Message level and lexical level influences in ERPs. Neuropsychologia, 2014, 64, 41-53.	1.6	27
68	Reading and writing: Insights from the alphasyllabaries of South and Southeast Asia. Writing Systems Research, 2014, 6, 1-9.	0.3	32
69	Error-related negativities during spelling judgments expose orthographic knowledge. Neuropsychologia, 2014, 54, 112-128.	1.6	5
70	The Effect of Radical-Based Grouping in Character Learning in Chinese as a Foreign Language. Modern Language Journal, 2014, 98, 773-793.	2.3	4
71	Writing affects the brain network of reading in Chinese: A functional magnetic resonance imaging study. Human Brain Mapping, 2013, 34, 1670-1684.	3.6	104
72	Early stage visual-orthographic processes predict long-term retention of word form and meaning: A visual encoding training study. Journal of Neurolinguistics, 2013, 26, 440-461.	1.1	30

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73	Write to read: the brain's universal reading and writing network. Trends in Cognitive Sciences, 2013, 17, 56-57.	7.8	27
74	High Proficiency in a Second Language is Characterized by Greater Involvement of the First Language Network: Evidence from Chinese Learners of English. Journal of Cognitive Neuroscience, 2013, 25, 1649-1663.	2.3	70
75	Universal Reading Processes Are Modulated by Language and Writing System. Language Learning and Development, 2013, 9, 296-316.	1.4	84
76	Reading, Writing, and Animation in Character Learning in Chinese as a Foreign Language. Foreign Language Annals, 2013, 46, 423-444.	1.0	54
77	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
78	Thru but not wisht: Language, writing, and universal reading theory. Behavioral and Brain Sciences, 2012, 35, 299-300.	0.7	1
79	Reading Too Much Into Baboon Skills?. Science, 2012, 336, 1100-1100.	12.6	0
80	The Knowledgeâ€Learningâ€Instruction Framework: Bridging the Scienceâ€Practice Chasm to Enhance Robust Student Learning. Cognitive Science, 2012, 36, 757-798.	1.7	350
81	Neural basis of singleâ€word reading in Spanishâ€“English bilinguals. Human Brain Mapping, 2012, 33, 235-245.	3.6	59
82	Minimal Information for Neural Electromagnetic Ontologies (MINEMO): A standards-compliant method for analysis and integration of event-related potentials (ERP) data. Standards in Genomic Sciences, 2011, 5, 211-223.	1.5	20
83	Fluency Training in the ESL Classroom: An Experimental Study of Fluency Development and Proceduralization. Language Learning, 2011, 61, 533-568.	2.7	128
84	Learning a Tonal Language by Attending to the Tone: An In Vivo Experiment. Language Learning, 2011, 61, 1119-1141.	2.7	37
85	Testing an assumption of the Eâ€Z Reader model of eyeâ€movement control during reading: Using eventâ€related potentials to examine the familiarity check. Psychophysiology, 2011, 48, 993-1003.	2.4	35
86	Acquisition of compound words in Chineseâ€“English bilingual children: Decomposition and cross-language activation. Applied Psycholinguistics, 2011, 32, 583-600.	1.1	11
87	Morphological processing in reading acquisition: A cross-linguistic perspective. Applied Psycholinguistics, 2011, 32, 457-466.	1.1	86
88	Writing strengthens orthography and alphabetic-coding strengthens phonology in learning to read Chinese.. Journal of Educational Psychology, 2011, 103, 509-522.	2.9	112
89	Introduction to this Special Issue: Vocabulary Growth and Reading Skill. Scientific Studies of Reading, 2011, 15, 1-7.	2.0	52
90	Predicting Robust Vocabulary Growth from Measures of Incremental Learning. Scientific Studies of Reading, 2011, 15, 71-91.	2.0	37

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91	Sentence integration processes: An ERP study of Chinese sentence comprehension with relative clauses. Brain and Language, 2010, 112, 85-100.	1.6	39
92	Lexical Quality in the Brain: ERP Evidence for Robust Word Learning From Context. Developmental Neuropsychology, 2010, 35, 376-403.	1.4	60
93	Word learning: An ERP investigation of word experience effects on recognition and word processing. Contemporary Educational Psychology, 2010, 35, 126-140.	2.9	52
94	Assimilation and accommodation patterns in ventral occipitotemporal cortex in learning a second writing system. Human Brain Mapping, 2009, 30, 810-820.	3.6	125
95	ERP measures of partial semantic knowledge: Left temporal indices of skill differences and lexical quality. Biological Psychology, 2009, 80, 130-147.	2.2	28
96	Advances in text comprehension: model, process and development. Applied Cognitive Psychology, 2008, 22, 293-301.	1.6	105
97	Comprehension skill and wordâ€toâ€text integration processes. Applied Cognitive Psychology, 2008, 22, 303-318.	1.6	90
98	Context Variation and Definitions in Learning the Meanings of Words: An Instance-Based Learning Approach. Discourse Processes, 2008, 45, 122-159.	1.8	128
99	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
100	Reading in two writing systems: Accommodation and assimilation of the brain's reading network. Bilingualism, 2007, 10, 131-146.	1.3	157
101	Event-related potential indicators of text integration across sentence boundaries.. Journal of Experimental Psychology: Learning Memory and Cognition, 2007, 33, 55-89.	0.9	82
102	Reading Ability: Lexical Quality to Comprehension. Scientific Studies of Reading, 2007, 11, 357-383.	2.0	1,343
103	Evidence for neural accommodation to a writing system following learning. Human Brain Mapping, 2007, 28, 1223-1234.	3.6	95
104	An electrophysiological investigation of semantic and phonological processing in skilled and less-skilled comprehenders. Brain and Language, 2007, 102, 30-45.	1.6	98
105	Threshold-style processing of Chinese characters for adult second-language learners. Memory and Cognition, 2007, 35, 471-480.	1.6	26
106	Reading Chinese characters: orthography, phonology, meaning, and the Lexical Constituency Model. , 2006, , 225-236.		24
107	Brain-behavior relations in reading and dyslexia: Implications of Chinese results. Brain and Language, 2006, 98, 344-346.	1.6	17
108	Less skilled comprehendersâ€™ ERPs show sluggish word-to-text integration processes. Written Language and Literacy, 2005, 8, 157-181.	0.4	28

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109	Chineseâ€“English biliteracy acquisition: cross-language and writing system transfer. Cognition, 2005, 97, 67-88.	2.2	245
110	Cross-cultural effect on the brain revisited: Universal structures plus writing system variation. Human Brain Mapping, 2005, 25, 92-104.	3.6	488
111	Orthography to Phonology and Meaning: Comparisons Across and within Writing Systems. Reading and Writing, 2005, 18, 193-210.	1.7	124
112	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
113	Reading depends on writing, in Chinese. Proceedings of the National Academy of Sciences of the United States of America, 2005, 102, 8781-8785.	7.1	390
114	The Lexical Constituency Model: Some Implications of Research on Chinese for General Theories of Reading.. Psychological Review, 2005, 112, 43-59.	3.8	347
115	The Implicit and Explicit Learning of Orthographic Structure and Function of a New Writing System. Scientific Studies of Reading, 2004, 8, 357-379.	2.0	61
116	Biological abnormality of impaired reading is constrained by culture. Nature, 2004, 431, 71-76.	27.8	422
117	The Brain Might Read That Way. Scientific Studies of Reading, 2004, 8, 293-304.	2.0	41
118	Alphabetic and nonalphabetic L1 effects in English word identification: a comparison of Korean and Chinese English L2 learners. Cognition, 2003, 87, 129-149.	2.2	274
119	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
120	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
121	ERP Evidence for the Time Course of Graphic, Phonological, and Semantic Information in Chinese Meaning and Pronunciation Decisions.. Journal of Experimental Psychology: Learning Memory and Cognition, 2003, 29, 1231-1247.	0.9	95
122	The Universal Grammar of Reading. Scientific Studies of Reading, 2003, 7, 3-24.	2.0	243
123	Alphabetic Readers Quickly Acquire Orthographic Structure in Learning to Read Chinese. Scientific Studies of Reading, 2003, 7, 183-208.	2.0	100
124	Subsyllabic units in reading. Studies in Written Language and Literacy, 2002, , 139-163.	1.0	34
125	The lexical quality hypothesis. Studies in Written Language and Literacy, 2002, , 189-213.	1.0	439
126	How Psychological Science Informs the Teaching of Reading. Psychological Science in the Public Interest: A Journal of the American Psychological Society, 2001, 2, 31-74.	10.7	630

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127	The Neural System Underlying Chinese Logograph Reading. NeuroImage, 2001, 13, 836-846.	4.2	387
128	Brain activation in the processing of Chinese characters and words: A functional MRI study. Human Brain Mapping, 2000, 10, 16-27.	3.6	248
129	Phonological activation in visual identification of Chinese two-character words.. Journal of Experimental Psychology: Learning Memory and Cognition, 1999, 25, 382-393.	0.9	61
130	Whole word, frequency-general phonology in semantic processing of Chinese characters.. Journal of Experimental Psychology: Learning Memory and Cognition, 1999, 25, 858-875.	0.9	21
131	Title is missing!. Reading and Writing, 1998, 10, 165-200.	1.7	89
132	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
133	Two Basic Questions about Reading and Learning to Read. Neuropsychology and Cognition, 1998, , 15-47.	0.6	32
134	Visual Chinese Character Recognition: Does Phonological Information Mediate Access to Meaning?. Journal of Memory and Language, 1997, 37, 41-57.	2.1	98
135	A rose is a REEZ: The two-cycles model of phonology assembly in reading English.. Psychological Review, 1995, 102, 146-184.	3.8	269
136	A trading relationship between reading skill and domain knowledge in children's text comprehension. Discourse Processes, 1995, 20, 307-323.	1.8	63
137	Very early phonological activation in Chinese reading.. Journal of Experimental Psychology: Learning Memory and Cognition, 1995, 21, 24-33.	0.9	211
138	Cognitive research can inform reading education. Journal of Research in Reading, 1995, 18, 106-115.	2.0	37
139	Why inferences might be restricted. Discourse Processes, 1993, 16, 181-192.	1.8	19
140	Chapter 13 Reading in English and Chinese: Evidence for a â€œUniversalâ€•Phonological Principle. Advances in Psychology, 1992, , 227-248.	0.1	210
141	Phonological processes in reading Chinese characters.. Journal of Experimental Psychology: Learning Memory and Cognition, 1991, 17, 633-643.	0.9	173
142	Phonemic activation during the first 40 ms of word identification: Evidence from backward masking and priming. Journal of Memory and Language, 1991, 30, 473-485.	2.1	358
143	Automatic phonetic transfer in bidialectal reading. Applied Psycholinguistics, 1991, 12, 299-311.	1.1	32
144	Automatic (prelexical) phonetic activation in silent word reading: Evidence from backward masking. Journal of Memory and Language, 1988, 27, 59-70.	2.1	329

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145	Short-term retention of discourse during reading.. Journal of Educational Psychology, 1980, 72, 647-655.	2.9	36
146	Discourse memory and reading comprehension skill. Journal of Verbal Learning and Verbal Behavior, 1976, 15, 33-42.	3.7	148
147	The Acquisition of Reading Comprehension Skill. , 0, , 227-247.		461
148	Learning to Read Chinese. , 0, , 31-56.		11
149	Learning to Read Italian. , 0, , 211-242.		0
150	Epilogue: Universals and Particulars in Learning to Read across Seventeen Orthographies. , 0, , 455-466.		24
151	ChapterÂ3. Visual factors in writing system variation. Bilingual Processing and Acquisition, 0, , 49-72.	0.4	8
152	Integrating word processing with text comprehension. Studies in Written Language and Literacy, 0, , 9-32.	1.0	25
153	Lexical quality revisited. , 0, , .		30