

James R Booth

List of Publications by Year in descending order

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Version: 2024-02-01

139
papers

7,466
citations

50273

46
h-index

62593

80
g-index

141
all docs

141
docs citations

141
times ranked

5388
citing authors

#	ARTICLE	IF	CITATIONS
1	Left and Right Arcuate Fasciculi Are Uniquely Related to Word Reading Skills in Chinese-English Bilingual Children. <i>Neurobiology of Language</i> (Cambridge, Mass), 2022, 3, 109-131.	3.1	4
2	A longitudinal neuroimaging dataset on language processing in children ages 5, 7, and 9 years old. <i>Scientific Data</i> , 2022, 9, 4.	5.3	8
3	Temporal cortex activation explains children's improvement in math attitudes. <i>Child Development</i> , 2022, 93, 1012-1029.	3.0	4
4	Developmental differences of large-scale functional brain networks for spoken word processing. <i>Brain and Language</i> , 2022, 231, 105149.	1.6	0
5	Reading Disability in Chinese Children Learning English as an L2. <i>Child Development</i> , 2021, 92, e126-e142.	3.0	6
6	Developmental differences in neural connectivity for semantic processing in youths with autism. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2021, 62, 1090-1099.	5.2	8
7	Letter fluency in 7-8-year-old children is related to the anterior, but not posterior, ventral occipito-temporal cortex during an auditory phonological task. <i>Developmental Cognitive Neuroscience</i> , 2021, 47, 100898.	4.0	7
8	Neurocognitive basis of deductive reasoning in children varies with parental education. <i>Human Brain Mapping</i> , 2021, 42, 3396-3410.	3.6	6
9	Neurocognitive mechanisms explaining the role of math attitudes in predicting children's improvement in multiplication skill. <i>Cognitive, Affective and Behavioral Neuroscience</i> , 2021, 21, 917-935.	2.0	7
10	Effect of Handwriting on Visual Word Recognition in Chinese Bilingual Children and Adults. <i>Frontiers in Psychology</i> , 2021, 12, 628160.	2.1	7
11	Both frontal and temporal cortex exhibit phonological and semantic specialization during spoken language processing in 7-to 8-year-old children. <i>Human Brain Mapping</i> , 2021, 42, 3534-3546.	3.6	9
12	Gray matter volume in left intraparietal sulcus predicts longitudinal gains in subtraction skill in elementary school. <i>NeuroImage</i> , 2021, 235, 118021.	4.2	4
13	Reciprocal relations between reading skill and the neural basis of phonological awareness in 7- to 9-year-old children. <i>NeuroImage</i> , 2021, 236, 118083.	4.2	12
14	A neuroimaging dataset on response inhibition and selective attention in adults and children with and without ADHD. <i>Data in Brief</i> , 2021, 37, 107158.	1.0	0
15	Neuro-cognitive development of semantic and syntactic bootstrapping in 6- to 7.5-year-old children. <i>NeuroImage</i> , 2021, 241, 118416.	4.2	2
16	Early Phonological Neural Specialization Predicts Later Growth in Word Reading Skills. <i>Frontiers in Human Neuroscience</i> , 2021, 15, 674119.	2.0	4
17	Semantic and syntactic specialization during auditory sentence processing in 7-8-year-old children. <i>Cortex</i> , 2021, 145, 169-186.	2.4	5
18	Attitudes Toward Math Are Differentially Related to the Neural Basis of Multiplication Depending on Math Skill. <i>Learning Disability Quarterly</i> , 2020, 43, 179-191.	1.3	7

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19	Syntactic and Semantic Specialization and Integration in 5- to 6-Year-Old Children during Auditory Sentence Processing. <i>Journal of Cognitive Neuroscience</i> , 2020, 32, 36-49.	2.3	8
20	A neuroimaging dataset on orthographic, phonological and semantic word processing in school-aged children. <i>Data in Brief</i> , 2020, 28, 105091.	1.0	2
21	Neural representations of phonology in temporal cortex scaffold longitudinal reading gains in 5- to 7-year-old children. <i>NeuroImage</i> , 2020, 207, 116359.	4.2	24
22	Functional parcellation of the right cerebellar lobule VI in children with normal or impaired reading. <i>Neuropsychologia</i> , 2020, 148, 107630.	1.6	7
23	A neuroimaging dataset of deductive reasoning in school-aged children. <i>Data in Brief</i> , 2020, 33, 106405.	1.0	2
24	A neuroimaging dataset on working memory and reward processing in children with and without ADHD. <i>Data in Brief</i> , 2020, 31, 105801.	1.0	4
25	Early Engagement of Parietal Cortex for Subtraction Solving Predicts Longitudinal Gains in Behavioral Fluency in Children. <i>Frontiers in Human Neuroscience</i> , 2020, 14, 163.	2.0	5
26	Automatic semantic influence on early visual word recognition in the ventral occipito-temporal cortex. <i>Neuropsychologia</i> , 2019, 133, 107188.	1.6	14
27	Brain lateralization of phonological awareness varies by maternal education. <i>Developmental Science</i> , 2019, 22, e12807.	2.4	26
28	A longitudinal neuroimaging dataset on multisensory lexical processing in school-aged children. <i>Scientific Data</i> , 2019, 6, 329.	5.3	11
29	Temporo-frontal activation during phonological processing predicts gains in arithmetic facts in young children. <i>Developmental Cognitive Neuroscience</i> , 2019, 40, 100735.	4.0	13
30	Children With Reading Difficulty Rely on Unimodal Neural Processing for Phonemic Awareness. <i>Frontiers in Human Neuroscience</i> , 2019, 13, 390.	2.0	4
31	Developmental changes of association strength and categorical relatedness on semantic processing in the brain. <i>Brain and Language</i> , 2019, 189, 10-19.	1.6	9
32	A longitudinal neuroimaging dataset on arithmetic processing in school children. <i>Scientific Data</i> , 2019, 6, 190040.	5.3	15
33	Reading skill related to left ventral occipitotemporal cortex during a phonological awareness task in 6-year old children. <i>Developmental Cognitive Neuroscience</i> , 2018, 30, 116-122.	4.0	25
34	Differences between child and adult large-scale functional brain networks for reading tasks. <i>Human Brain Mapping</i> , 2018, 39, 662-679.	3.6	39
35	Dyslexia on a continuum: A complex network approach. <i>PLoS ONE</i> , 2018, 13, e0208923.	2.5	17
36	Longitudinal Task-Related Functional Connectivity Changes Predict Reading Development. <i>Frontiers in Psychology</i> , 2018, 9, 1754.	2.1	14

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37	Lack of improvement in multiplication is associated with reverting from verbal retrieval to numerical operations. <i>NeuroImage</i> , 2018, 183, 859-871.	4.2	13
38	Neural specialization of phonological and semantic processing in young children. <i>Human Brain Mapping</i> , 2018, 39, 4334-4348.	3.6	22
39	Fluency in symbolic arithmetic refines the approximate number system in parietal cortex. <i>Human Brain Mapping</i> , 2018, 39, 3956-3971.	3.6	30
40	Parietotemporal Stimulation Affects Acquisition of Novel Grapheme-Phoneme Mappings in Adult Readers. <i>Frontiers in Human Neuroscience</i> , 2018, 12, 109.	2.0	12
41	Structural correlates of literacy difficulties in the second language: Evidence from Mandarin-speaking children learning English. <i>NeuroImage</i> , 2018, 179, 288-297.	4.2	13
42	Longitudinal changes in reading network connectivity related to skill improvement. <i>NeuroImage</i> , 2017, 158, 90-98.	4.2	54
43	Dynamic spatial organization of the occipito-temporal word form area for second language processing. <i>Neuropsychologia</i> , 2017, 103, 20-28.	1.6	18
44	Neural correlates of the lexicality effect in children. <i>Brain and Language</i> , 2017, 175, 64-70.	1.6	10
45	Finger Representation and Finger-Based Strategies in the Acquisition of Number Meaning and Arithmetic. , 2016, , 109-139.		12
46	Weighing the Cost and Benefit of Transcranial Direct Current Stimulation on Different Reading Subskills. <i>Frontiers in Neuroscience</i> , 2016, 10, 262.	2.8	21
47	Neural Correlates of Math Gains Vary Depending on Parental Socioeconomic Status (SES). <i>Frontiers in Psychology</i> , 2016, 7, 892.	2.1	36
48	Temporo-parietal connectivity uniquely predicts reading change from childhood to adolescence. <i>NeuroImage</i> , 2016, 142, 126-134.	4.2	13
49	Reading skillâ€‘fractional anisotropy relationships in visuospatial tracts diverge depending on socioeconomic status. <i>Developmental Science</i> , 2016, 19, 673-685.	2.4	36
50	Early-life stress exposure associated with altered prefrontal resting-state fMRI connectivity in young children. <i>Developmental Cognitive Neuroscience</i> , 2016, 19, 107-114.	4.0	50
51	Parental socioeconomic status and the neural basis of arithmetic: differential relations to verbal and visuoâ€‘spatial representations. <i>Developmental Science</i> , 2015, 18, 799-814.	2.4	42
52	The brain adapts to orthography with experience: evidence from English and Chinese. <i>Developmental Science</i> , 2015, 18, 785-798.	2.4	45
53	Distributed neural representations of logical arguments in schoolâ€‘age children. <i>Human Brain Mapping</i> , 2015, 36, 996-1009.	3.6	10
54	Skill dependent audiovisual integration in the fusiform induces repetition suppression. <i>Brain and Language</i> , 2015, 141, 110-123.	1.6	25

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55	The direct segment of the arcuate fasciculus is predictive of longitudinal reading change. <i>Developmental Cognitive Neuroscience</i> , 2015, 13, 68-74.	4.0	65
56	Perceiving fingers in single-digit arithmetic problems. <i>Frontiers in Psychology</i> , 2015, 6, 226.	2.1	50
57	Large grain instruction and phonological awareness skill influence rime sensitivity, processing speed, and early decoding skill in adult L2 learners. <i>Reading and Writing</i> , 2015, 28, 917-938.	1.7	7
58	Developmental changes in the neural influence of sublexical information on semantic processing. <i>Neuropsychologia</i> , 2015, 73, 25-34.	1.6	8
59	Feedback associated with expectation for larger-reward improves visuospatial working memory performances in children with ADHD. <i>Developmental Cognitive Neuroscience</i> , 2015, 14, 38-49.	4.0	15
60	Functional neuroimaging of visuospatial working memory tasks enables accurate detection of attention deficit and hyperactivity disorder. <i>NeuroImage: Clinical</i> , 2015, 9, 244-252.	2.7	20
61	Task dependent lexicality effects support interactive models of reading: A meta-analytic neuroimaging review. <i>Neuropsychologia</i> , 2015, 67, 148-158.	1.6	20
62	Brain activation during phonological and semantic processing of Chinese characters in deaf signers. <i>Frontiers in Human Neuroscience</i> , 2014, 8, 211.	2.0	10
63	The Differential Role of Verbal and Spatial Working Memory in the Neural Basis of Arithmetic. <i>Developmental Neuropsychology</i> , 2014, 39, 440-458.	1.4	31
64	Multimodal Lexical Processing in Auditory Cortex Is Literacy Skill Dependent. <i>Cerebral Cortex</i> , 2014, 24, 2464-2475.	2.9	30
65	Developmental dissociation in the neural responses to simple multiplication and subtraction problems. <i>Developmental Science</i> , 2014, 17, 537-552.	2.4	94
66	Individual Differences in Crossmodal Brain Activity Predict Arcuate Fasciculus Connectivity in Developing Readers. <i>Journal of Cognitive Neuroscience</i> , 2014, 26, 1331-1346.	2.3	33
67	Developmental differences in the influence of phonological similarity on spoken word processing in Mandarin Chinese. <i>Brain and Language</i> , 2014, 138, 38-50.	1.6	14
68	Children with mathematical learning disability fail in recruiting verbal and numerical brain regions when solving simple multiplication problems. <i>Cortex</i> , 2014, 57, 143-155.	2.4	67
69	Reading acquisition reorganizes the phonological awareness network only in alphabetic writing systems. <i>Human Brain Mapping</i> , 2013, 34, 3354-3368.	3.6	56
70	Age, sex, and verbal abilities affect location of linguistic connectivity in ventral visual pathway. <i>Brain and Language</i> , 2013, 124, 184-193.	1.6	24
71	Chinese dyslexics show neural differences in morphological processing. <i>Developmental Cognitive Neuroscience</i> , 2013, 6, 40-50.	4.0	48
72	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

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73	Fractionating the Neural Substrates of Transitive Reasoning: Task-Dependent Contributions of Spatial and Verbal Representations. <i>Cerebral Cortex</i> , 2013, 23, 499-507.	2.9	25
74	Altered Intra- and Inter-Regional Synchronization of Superior Temporal Cortex in Deaf People. <i>Cerebral Cortex</i> , 2013, 23, 1988-1996.	2.9	34
75	Changes in Task-Related Functional Connectivity across Multiple Spatial Scales Are Related to Reading Performance. <i>PLoS ONE</i> , 2013, 8, e59204.	2.5	14
76	The neural bases of the multiplication problem-size effect across countries. <i>Frontiers in Human Neuroscience</i> , 2013, 7, 189.	2.0	24
77	Cross-modal integration in the brain is related to phonological awareness only in typical readers, not in those with reading difficulty. <i>Frontiers in Human Neuroscience</i> , 2013, 7, 388.	2.0	35
78	Similar alterations in brain function for phonological and semantic processing to visual characters in Chinese dyslexia. <i>Neuropsychologia</i> , 2012, 50, 2224-2232.	1.6	48
79	Sensitive period for white-matter connectivity of superior temporal cortex in deaf people. <i>Human Brain Mapping</i> , 2012, 33, 349-359.	3.6	46
80	The Brain Network for Deductive Reasoning: A Quantitative Meta-analysis of 28 Neuroimaging Studies. <i>Journal of Cognitive Neuroscience</i> , 2011, 23, 3483-3497.	2.3	149
81	Development of brain networks involved in spoken word processing of Mandarin Chinese. <i>NeuroImage</i> , 2011, 57, 750-759.	4.2	41
82	Distinct representations of subtraction and multiplication in the neural systems for numerosity and language. <i>Human Brain Mapping</i> , 2011, 32, 1932-1947.	3.6	131
83	Developmental changes in the inferior frontal cortex for selecting semantic representations. <i>Developmental Cognitive Neuroscience</i> , 2011, 1, 338-350.	4.0	17
84	The Involvement of Occipital and Inferior Frontal Cortex in the Phonological Learning of Chinese Characters. <i>Journal of Cognitive Neuroscience</i> , 2011, 23, 1998-2012.	2.3	17
85	Prediction of Reading Skill Several Years Later Depends on Age and Brain Region: Implications for Developmental Models of Reading. <i>Journal of Neuroscience</i> , 2011, 31, 9641-9648.	3.6	44
86	Neural correlates of priming effects in children during spoken word processing with orthographic demands. <i>Brain and Language</i> , 2010, 114, 80-89.	1.6	10
87	Children with reading difficulties show differences in brain regions associated with orthographic processing during spoken language processing. <i>Brain Research</i> , 2010, 1356, 73-84.	2.2	79
88	Cultural Constraints on Brain Development: Evidence from a Developmental Study of Visual Word Processing in Mandarin Chinese. <i>Cerebral Cortex</i> , 2010, 20, 1223-1233.	2.9	77
89	Bidirectional Connectivity between Hemispheres Occurs at Multiple Levels in Language Processing But Depends on Sex. <i>Journal of Neuroscience</i> , 2010, 30, 11576-11585.	3.6	64
90	Testing for a cultural influence on reading for meaning in the developing brain: the neural basis of semantic processing in Chinese children. <i>Frontiers in Human Neuroscience</i> , 2009, 3, 27.	2.0	17

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91	Developmental Increase in Top-Down and Bottom-Up Processing in a Phonological Task: An Effective Connectivity, fMRI Study. <i>Journal of Cognitive Neuroscience</i> , 2009, 21, 1135-1145.	2.3	67
92	Developmental differences of neurocognitive networks for phonological and semantic processing in Chinese word reading. <i>Human Brain Mapping</i> , 2009, 30, 797-809.	3.6	67
93	The role of inferior frontal gyrus and inferior parietal lobule in semantic processing of Chinese characters. <i>Experimental Brain Research</i> , 2009, 198, 465-475.	1.5	62
94	Modality- and Task-specific Brain Regions Involved in Chinese Lexical Processing. <i>Journal of Cognitive Neuroscience</i> , 2009, 21, 1473-1487.	2.3	45
95	Music Rehearsal Increases the Perceptual Span for Notation. <i>Music Perception</i> , 2009, 26, 303-320.	1.1	15
96	Neural correlates of orthographic and phonological consistency effects in children. <i>Human Brain Mapping</i> , 2008, 29, 1416-1429.	3.6	73
97	Effective brain connectivity in children with reading difficulties during phonological processing. <i>Brain and Language</i> , 2008, 107, 91-101.	1.6	142
98	Developmental increases in effective connectivity to brain regions involved in phonological processing during tasks with orthographic demands. <i>Brain Research</i> , 2008, 1189, 78-89.	2.2	55
99	Item-specific and generalization effects on brain activation when learning Chinese characters. <i>Neuropsychologia</i> , 2008, 46, 1864-1876.	1.6	40
100	Sex differences in neural processing of language among children. <i>Neuropsychologia</i> , 2008, 46, 1349-1362.	1.6	188
101	Differential effects of orthographic and phonological consistency in cortex for children with and without reading impairment. <i>Neuropsychologia</i> , 2008, 46, 3210-3224.	1.6	48
102	Developmental changes in brain regions involved in phonological and orthographic processing during spoken language processing. <i>NeuroImage</i> , 2008, 41, 623-635.	4.2	80
103	Developmental changes in activation and effective connectivity in phonological processing. <i>NeuroImage</i> , 2007, 38, 564-575.	4.2	99
104	The interaction between orthographic and phonological information in children: An fMRI study. <i>Human Brain Mapping</i> , 2007, 28, 880-891.	3.6	91
105	Neural correlates of mapping from phonology to orthography in children performing an auditory spelling task. <i>Developmental Science</i> , 2007, 10, 441-451.	2.4	66
106	The role of the basal ganglia and cerebellum in language processing. <i>Brain Research</i> , 2007, 1133, 136-144.	2.2	303
107	Children with reading disorder show modality independent brain abnormalities during semantic tasks. <i>Neuropsychologia</i> , 2007, 45, 775-783.	1.6	67
108	Developmental changes in the neural correlates of semantic processing. <i>NeuroImage</i> , 2006, 29, 1141-1149.	4.2	94

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109	Weaker top-down modulation from the left inferior frontal gyrus in children. <i>NeuroImage</i> , 2006, 33, 991-998.	4.2	89
110	More modeling but still no stages: Reply to Borowsky and Besner.. <i>Psychological Review</i> , 2006, 113, 196-200.	3.8	36
111	Deficient orthographic and phonological representations in children with dyslexia revealed by brain activation patterns. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2006, 47, 1041-1050.	5.2	173
112	Development of Lexical and Sentence Level Context Effects for Dominant and Subordinate Word Meanings of Homonyms. <i>Journal of Psycholinguistic Research</i> , 2006, 35, 531-554.	1.3	17
113	Differential prefrontal-temporal neural correlates of semantic processing in children. <i>Brain and Language</i> , 2006, 99, 226-235.	1.6	61
114	Specialization of phonological and semantic processing in Chinese word reading. <i>Brain Research</i> , 2006, 1071, 197-207.	2.2	140
115	Developmental and skill effects on the neural correlates of semantic processing to visually presented words. <i>Human Brain Mapping</i> , 2006, 27, 915-924.	3.6	107
116	Larger deficits in brain networks for response inhibition than for visual selective attention in attention deficit hyperactivity disorder (ADHD). <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2005, 46, 94-111.	5.2	280
117	Shifts of Effective Connectivity within a Language Network during Rhyming and Spelling. <i>Journal of Neuroscience</i> , 2005, 25, 5397-5403.	3.6	158
118	Brain-behavior correlation in children depends on the neurocognitive network. <i>Human Brain Mapping</i> , 2004, 23, 99-108.	3.6	23
119	Development of Brain Mechanisms for Processing Orthographic and Phonologic Representations. <i>Journal of Cognitive Neuroscience</i> , 2004, 16, 1234-1249.	2.3	215
120	Relation between brain activation and lexical performance. <i>Human Brain Mapping</i> , 2003, 19, 155-169.	3.6	134
121	Neural development of selective attention and response inhibition. <i>NeuroImage</i> , 2003, 20, 737-751.	4.2	300
122	Modality-specific and -independent developmental differences in the neural substrate for lexical processing. <i>Journal of Neurolinguistics</i> , 2003, 16, 383-405.	1.1	65
123	Onset and Rime Structure Influences Naming but Not Early Word Identification in Children and Adults. <i>Scientific Studies of Reading</i> , 2002, 6, 1-23.	2.0	14
124	Functional Anatomy of Intra- and Cross-Modal Lexical Tasks. <i>NeuroImage</i> , 2002, 16, 7-22.	4.2	294
125	Modality independence of word comprehension. <i>Human Brain Mapping</i> , 2002, 16, 251-261.	3.6	218
126	The Development of Specialized Brain Systems in Reading and Oral-Language. <i>Child Neuropsychology</i> , 2001, 7, 119-141.	1.3	108

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127	Development and Disorders of Neurocognitive Systems for Oral Language and Reading. Learning Disability Quarterly, 2001, 24, 205-215.	1.3	20
128	Developmental Differences in Visual and Auditory Processing of Complex Sentences. Child Development, 2000, 71, 981-1003.	3.0	90
129	The Association of Rapid Temporal Perception With Orthographic and Phonological Processing in Children and Adults With Reading Impairment. Scientific Studies of Reading, 2000, 4, 101-132.	2.0	66
130	Individual and developmental differences in semantic priming: Empirical and computational support for a single-mechanism account of lexical processing.. Psychological Review, 2000, 107, 786-823.	3.8	311
131	Developmental and Lesion Effects in Brain Activation During Sentence Comprehension and Mental Rotation. Developmental Neuropsychology, 2000, 18, 139-169.	1.4	105
132	Functional organization of activation patterns in children: Whole brain fMRI imaging during three different cognitive tasks. Progress in Neuro-Psychopharmacology and Biological Psychiatry, 1999, 23, 669-682.	4.8	110
133	Quick, automatic, and general activation of orthographic and phonological representations in young readers.. Developmental Psychology, 1999, 35, 3-19.	1.6	111
134	Fillers and spaces in text: The importance of word recognition during reading. Vision Research, 1997, 37, 2899-2914.	1.4	45
135	Acquisition of the mental state verb know by 2- to 5-year-old children. Journal of Psycholinguistic Research, 1997, 26, 581-603.	1.3	30
136	Much ado about nothing: the place of space in text. Vision Research, 1996, 36, 465-470.	1.4	22
137	Development of the understanding of the polysemous meanings of the mental-state verb know. Cognitive Development, 1995, 10, 529-549.	1.3	30
138	Reading unspaced text: Implications for theories of reading eye movements. Vision Research, 1994, 34, 1735-1766.	1.4	127
139	Role of the cognitive internal state lexicon in reading comprehension.. Journal of Educational Psychology, 1994, 86, 413-422.	2.9	28