

David K Dickinson

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/2951679/publications.pdf>

Version: 2024-02-01

40
papers

3,133
citations

279701

23
h-index

289141

40
g-index

42
all docs

42
docs citations

42
times ranked

1502
citing authors

#	ARTICLE	IF	CITATIONS
1	Long-Term Effects of Preschool Teachers' Book Readings on Low-Income Children's Vocabulary and Story Comprehension. <i>Reading Research Quarterly</i> , 1994, 29, 104.	1.8	449
2	Relation Between Language Experiences in Preschool Classrooms and Children's Kindergarten and Fourth-Grade Language and Reading Abilities. <i>Child Development</i> , 2011, 82, 870-886.	1.7	439
3	The comprehensive language approach to early literacy: The interrelationships among vocabulary, phonological sensitivity, and print knowledge among preschool-aged children.. <i>Journal of Educational Psychology</i> , 2003, 95, 465-481.	2.1	366
4	Speaking Out for Language. <i>Educational Researcher</i> , 2010, 39, 305-310.	3.3	297
5	Interrelationships among prereading and oral language skills in kindergartners from two social classes. <i>Early Childhood Research Quarterly</i> , 1987, 2, 1-25.	1.6	231
6	Building support for language and early literacy in preschool classrooms through in-service professional development: Effects of the Literacy Environment Enrichment Program (LEEP). <i>Early Childhood Research Quarterly</i> , 2007, 22, 243-260.	1.6	157
7	Teachers' Language Practices and Academic Outcomes of Preschool Children. <i>Science</i> , 2011, 333, 964-967.	6.0	155
8	Patterns of Teacher-Child Conversations in Head Start Classrooms: Implications for an Empirically Grounded Approach to Professional Development. <i>Early Education and Development</i> , 2008, 19, 396-429.	1.6	93
9	Examining teachers' language in Head Start classrooms from a Systemic Linguistics Approach. <i>Early Childhood Research Quarterly</i> , 2014, 29, 231-244.	1.6	92
10	First impressions: Children's knowledge of words gained from a single exposure. <i>Applied Psycholinguistics</i> , 1984, 5, 359-373.	0.8	64
11	Examining the Acquisition of Vocabulary Knowledge Depth Among Preschool Students. <i>Reading Research Quarterly</i> , 2016, 51, 181-198.	1.8	64
12	The language of play: Developing preschool vocabulary through play following shared book-reading. <i>Early Childhood Research Quarterly</i> , 2018, 45, 1-17.	1.6	63
13	Shovels and swords: How realistic and fantastical themes affect children's word learning. <i>Cognitive Development</i> , 2015, 35, 1-14.	0.7	57
14	Shifting Images of Developmentally Appropriate Practice as Seen Through Different Lenses. <i>Educational Researcher</i> , 2002, 31, 26-32.	3.3	53
15	Describing oral language opportunities and environments in head start and other preschool classrooms. <i>Early Childhood Research Quarterly</i> , 1994, 9, 345-366.	1.6	51
16	The role of teachers' comments during book reading in children's vocabulary growth. <i>Journal of Educational Research</i> , 2017, 110, 515-527.	0.8	48
17	Teaching for breadth and depth of vocabulary knowledge: Learning from explicit and implicit instruction and the storybook texts. <i>Early Childhood Research Quarterly</i> , 2019, 47, 341-356.	1.6	47
18	Building Vocabulary Knowledge in Preschoolers Through Shared Book Reading and Gameplay. <i>Mind, Brain, and Education</i> , 2016, 10, 71-80.	0.9	42

#	ARTICLE	IF	CITATIONS
19	Education in the app store: using a mobile game to support U.S. preschoolersâ€™ vocabulary learning. <i>Journal of Children and Media</i> , 2019, 13, 452-471.	1.0	41
20	Preschool Talk: Patterns of Teacher-Child Interaction In Early Childhood Classrooms. <i>Journal of Research in Childhood Education</i> , 1991, 6, 20-29.	0.6	35
21	Locating Learning in In-Service Education for Preschool Teachers. <i>American Educational Research Journal</i> , 2004, 41, 867-900.	1.6	33
22	Impact of an Early Reading First program on the language and literacy achievement of children from diverse language backgrounds. <i>Early Childhood Research Quarterly</i> , 2013, 28, 578-592.	1.6	32
23	Effects of Teacher-Delivered Book Reading and Play on Vocabulary Learning and Self-Regulation among Low-Income Preschool Children. <i>Journal of Cognition and Development</i> , 2019, 20, 136-164.	0.6	31
24	Academic Language in Early Childhood Classrooms. <i>Reading Teacher</i> , 2016, 70, 39-48.	0.4	26
25	Effects of language on initial reading: Direct and indirect associations between code and language from preschool to first grade. <i>Early Childhood Research Quarterly</i> , 2019, 49, 122-137.	1.6	22
26	The Impact of Teachersâ€™ Commenting Strategies on Childrenâ€™s Vocabulary Growth. <i>Exceptionality</i> , 2017, 25, 186-206.	1.1	21
27	Measuring young childrenâ€™s word knowledge: A conceptual review. <i>Journal of Early Childhood Literacy</i> , 2020, 20, 223-251.	0.4	20
28	Cues for word-learning during shared book-reading and guided play in preschool. <i>Journal of Child Language</i> , 2019, 46, 1202-1227.	0.8	16
29	The Relationship of Head Start Teachersâ€™ Academic Language Use and Childrenâ€™s Receptive Vocabulary. <i>Early Education and Development</i> , 2017, 28, 794-809.	1.6	13
30	Relationships Among Teachersâ€™ Use of Mental State Verbs and Childrenâ€™s Vocabulary Growth. <i>Early Education and Development</i> , 2018, 29, 307-323.	1.6	13
31	Talking the talk: translating research to practice. <i>Early Child Development and Care</i> , 2017, 187, 509-526.	0.7	11
32	Mealtimes in Head Start pre-k classrooms: examining language-promoting opportunities in a hybrid space. <i>Journal of Child Language</i> , 2020, 47, 337-357.	0.8	11
33	Sing it or speak it?: the effects of sung and rhythmically spoken songs on preschool children's word learning. <i>Early Childhood Research Quarterly</i> , 2022, 58, 87-102.	1.6	9
34	Exploring the relations between child and word characteristics and preschoolers' word-learning. <i>Journal of Applied Developmental Psychology</i> , 2021, 77, 101332.	0.8	8
35	Vocabulary, Reading and Classroom Supports for Language. , 2009, , 23-38.		7
36	Teacher Accommodation of Academic Language During Head Start Pre-Kindergarten Read-Alouds. <i>Journal of Education for Students Placed at Risk</i> , 2019, 24, 369-393.	1.5	5

#	ARTICLE	IF	CITATIONS
37	Building Lexical Representations With Nonverbal Supports. Reading Research Quarterly, 2020, 56, 603.	1.8	5
38	Sound Stories: Using Nonverbal Sound Effects to Support English Word Learning in First-Grade Music Classrooms. Reading Research Quarterly, 2020, 55, 419-441.	1.8	1
39	Chapter 1. The developing language foundation for reading comprehension. Studies in Narrative, 2019, , 41-61.	0.2	1
40	Preparing Pre-Service Early Childhood Teachers to Support Child Language Development. Journal of Early Childhood Teacher Education, 2023, 44, 95-117.	0.9	1