

James S Kim

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/5466019/publications.pdf>

Version: 2024-02-01

22
papers

734
citations

516710

16
h-index

794594

19
g-index

22
all docs

22
docs citations

22
times ranked

530
citing authors

#	ARTICLE	IF	CITATIONS
1	A longitudinal randomized trial of a sustained content literacy intervention from first to second grade: Transfer effects on students' reading comprehension.. Journal of Educational Psychology, 2023, 115, 73-98.	2.9	3
2	Teaching for transfer can help young children read for understanding. Phi Delta Kappan, 2022, 103, 20-24.	0.6	0
3	Improving reading comprehension, science domain knowledge, and reading engagement through a first-grade content literacy intervention.. Journal of Educational Psychology, 2021, 113, 3-26.	2.9	43
4	Improving Elementary Grade Students' Science and Social Studies Vocabulary Knowledge Depth, Reading Comprehension, and Argumentative Writing: a Conceptual Replication. Educational Psychology Review, 2021, 33, 1935-1964.	8.4	10
5	Measures Matter: A Meta-Analysis of the Effects of Educational Apps on Preschool to Grade 3 Children's Literacy and Math Skills. AERA Open, 2021, 7, 233285842110041.	2.1	29
6	Experimental Effects of Word Generation on Vocabulary, Academic Language, Perspective Taking, and Reading Comprehension in High-Poverty Schools. Journal of Research on Educational Effectiveness, 2019, 12, 448-483.	1.6	34
7	Using a Sequential Multiple Assignment Randomized Trial (SMART) to Develop an Adaptive 2 Literacy Intervention With Personalized Print Texts and App-Based Digital Activities. AERA Open, 2019, 5, 233285841987270.	2.1	12
8	Making Every Study Count: Learning From Replication Failure to Improve Intervention Research. Educational Researcher, 2019, 48, 599-607.	5.4	25
9	Relations among intrinsic and extrinsic reading motivation, reading amount, and comprehension: a conceptual replication. Reading and Writing, 2019, 32, 1197-1218.	1.7	57
10	Chapter 3. Do children's oral retellings of narrative and informational texts predict scores on a standardized reading comprehension test?. Studies in Narrative, 2019, , 89-107.	0.2	0
11	Engaging Struggling Adolescent Readers to Improve Reading Skills. Reading Research Quarterly, 2017, 52, 357-382.	3.3	63
12	Effectiveness of Structured Teacher Adaptations to an Evidence-Based Summer Literacy Program. Reading Research Quarterly, 2017, 52, 443-467.	3.3	28
13	Scaffolding Fidelity and Adaptation in Educational Program Implementation: Experimental Evidence From a Literacy Intervention. American Educational Research Journal, 2017, 54, 1187-1220.	2.7	43
14	Effects of a Summer Mathematics Intervention for Low-Income Children. Educational Evaluation and Policy Analysis, 2017, 39, 31-53.	2.5	19
15	Delayed Effects of a Low-Cost and Large-Scale Summer Reading Intervention on Elementary School Children's Reading Comprehension. Journal of Research on Educational Effectiveness, 2016, 9, 1-22.	1.6	20
16	Replicating the Effects of a Teacher-Scaffolded Voluntary Summer Reading Program: The Role of Poverty. Reading Research Quarterly, 2014, 49, 5-30.	3.3	33
17	A Randomized Experiment of a Cognitive Strategies Approach to Text-Based Analytical Writing for Mainstreamed Latino English Language Learners in Grades 6 to 12. Journal of Research on Educational Effectiveness, 2011, 4, 231-263.	1.6	33
18	The efficacy of a voluntary summer book reading intervention for low-income Latino children from language minority families.. Journal of Educational Psychology, 2010, 102, 20-31.	2.9	47

#	ARTICLE	IF	CITATIONS
19	A randomized experiment of a mixed-methods literacy intervention for struggling readers in grades 4–6: effects on word reading efficiency, reading comprehension and vocabulary, and oral reading fluency. <i>Reading and Writing</i> , 2010, 23, 1109-1129.	1.7	47
20	Scaffolding Voluntary Summer Reading for Children in Grades 3 to 5: An Experimental Study. <i>Scientific Studies of Reading</i> , 2008, 12, 1-23.	2.0	95
21	Effects of a Voluntary Summer Reading Intervention on Reading Achievement: Results From a Randomized Field Trial. <i>Educational Evaluation and Policy Analysis</i> , 2006, 28, 335-355.	2.5	92
22	Using a Factorial Design to Maximize the Effectiveness of a Parental Text Messaging Intervention. <i>Journal of Research on Educational Effectiveness</i> , 0, , 1-26.	1.6	1