

Ofra Korat

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/582727/publications.pdf>

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44
papers

1,666
citations

279798

23
h-index

302126

39
g-index

45
all docs

45
docs citations

45
times ranked

650
citing authors

#	ARTICLE	IF	CITATIONS
1	Reading electronic books as a support for vocabulary, story comprehension and word reading in kindergarten and first grade. <i>Computers and Education</i> , 2010, 55, 24-31.	8.3	172
2	The educational electronic book as a tool for supporting children's emergent literacy in low versus middle SES groups. <i>Computers and Education</i> , 2008, 50, 110-124.	8.3	130
3	Reading electronic and printed books with and without adult instruction: effects on emergent reading. <i>Reading and Writing</i> , 2010, 23, 913-930.	1.7	85
4	Maternal mediation in book reading, home literacy environment, and children's emergent literacy: a comparison between two social groups. <i>Reading and Writing</i> , 2007, 20, 361-398.	1.7	83
5	Promoting vocabulary, phonological awareness and concept about print among children at risk for learning disability: can e-books help?. <i>Reading and Writing</i> , 2012, 25, 45-69.	1.7	76
6	Do Hebrew electronic books differ from Dutch electronic books? A replication of a Dutch content analysis. <i>Journal of Computer Assisted Learning</i> , 2004, 20, 257-268.	5.1	74
7	The effects of CD-ROM storybook reading on low SES kindergarteners' emergent literacy as a function of learning context. <i>Computers and Education</i> , 2008, 51, 354-367.	8.3	71
8	How to Select CD-ROM Storybooks for Young Children: The Teacher's Role. <i>Reading Teacher</i> , 2006, 59, 532-543.	0.9	60
9	Direct and Indirect Teaching: Using e-Books for Supporting Vocabulary, Word Reading, and Story Comprehension for Young Children. <i>Journal of Educational Computing Research</i> , 2012, 46, 135-152.	5.5	58
10	Developing an Educational E-Book for Fostering Kindergarten Children's Emergent Literacy. <i>Computers in the Schools</i> , 2007, 24, 125-143.	1.0	57
11	The contribution of early home literacy activities to first grade reading and writing achievements in Arabic. <i>Reading and Writing</i> , 2013, 26, 1517-1536.	1.7	53
12	The effects of CD-ROM storybook reading on Israeli children's early literacy as a function of age group and repeated reading. <i>Education and Information Technologies</i> , 2009, 14, 39-53.	5.7	47
13	Maternal beliefs, mother-child interaction, and child's literacy: Comparison of independent and collaborative text writing between two social groups. <i>Journal of Applied Developmental Psychology</i> , 2001, 22, 397-420.	1.7	46
14	Contextual and non-contextual knowledge in emergent literacy development: A comparison between children from low SES and middle SES communities. <i>Early Childhood Research Quarterly</i> , 2005, 20, 220-238.	2.7	41
15	Expanding the boundaries of shared book reading: E-books and printed books in parent-child reading as support for children's language. <i>First Language</i> , 2013, 33, 504-523.	1.2	40
16	Early literacy among Arabic-speaking kindergartners: The role of socioeconomic status, home literacy environment and maternal mediation of writing. <i>Cognitive Development</i> , 2013, 28, 193-208.	1.3	39
17	Ten years after: Revisiting the question of e-book quality as early language and literacy support. <i>Journal of Early Childhood Literacy</i> , 2019, 19, 206-223.	0.9	34
18	The effect of maternal teaching talk on children's emergent literacy as a function of type of activity and maternal education level. <i>Journal of Applied Developmental Psychology</i> , 2009, 30, 34-42.	1.7	33

#	ARTICLE	IF	CITATIONS
19	E-books as support for emergent writing with and without adult assistance. <i>Education and Information Technologies</i> , 2011, 16, 301-318.	5.7	33
20	E-book as facilitator of vocabulary acquisition: support of adults, dynamic dictionary and static dictionary. <i>Reading and Writing</i> , 2014, 27, 613-629.	1.7	33
21	Repeated Reading of CD-ROM Storybook as a Support for Emergent Literacy: A Developmental Perspective in Two Ses Groups. <i>Journal of Educational Computing Research</i> , 2010, 43, 445-466.	5.5	30
22	The effect of activity with e-book on vocabulary and story comprehension: a comparison between kindergarteners at risk of learning disabilities and typically developing kindergarteners. <i>European Journal of Special Needs Education</i> , 2011, 26, 311-322.	3.0	30
23	Book reading mediation, SES, home literacy environment, and children's literacy: Evidence from Arabic-speaking families. <i>First Language</i> , 2013, 33, 132-154.	1.2	26
24	Educational Electronic Books for Supporting Emergent Literacy of Kindergarteners At-Risk for Reading Difficulties—What Do We Know So Far?. <i>Computers in the Schools</i> , 2015, 32, 105-121.	1.0	26
25	Continuity in literacy achievements from kindergarten to first grade: a longitudinal study of Arabic-speaking children. <i>Reading and Writing</i> , 2017, 30, 989-1007.	1.7	23
26	Electronic and Printed Books with and Without Adult Support as Sustaining Emergent Literacy. <i>Journal of Educational Computing Research</i> , 2009, 41, 453-475.	5.5	21
27	Can e-books support low SES parental mediation to enrich children's vocabulary?. <i>First Language</i> , 2019, 39, 344-364.	1.2	19
28	Dynamic Versus Static Dictionary With and Without Printed Focal Words in E-Book Reading as Facilitator for Word Learning. <i>Reading Research Quarterly</i> , 2014, 49, 371-386.	3.3	16
29	E-Book and Printed Book Reading in Different Contexts as Emergent Literacy Facilitator. <i>Early Education and Development</i> , 2016, 27, 532-550.	2.6	16
30	E-books as a support for young children's language and literacy: the case of Hebrew-speaking children. <i>Early Child Development and Care</i> , 2014, 184, 998-1016.	1.3	15
31	Spelling Acquisition in Two Social Groups: Mother-Child Interaction, Maternal Beliefs and Child's Spelling. <i>Journal of Literacy Research</i> , 2002, 34, 209-236.	1.5	14
32	Maternal Evaluations of Children's Emergent Literacy Level, Maternal Mediation in Book Reading, and Children's Emergent Literacy Level: A Comparison between SES Groups. <i>Journal of Literacy Research</i> , 2007, 39, 249-276.	1.5	14
33	Contribution of reading an e-book with a dictionary to word learning: Comparison between kindergarteners with and without SLI. <i>Journal of Communication Disorders</i> , 2019, 79, 90-102.	1.5	14
34	E-book reading in kindergarten and story comprehension support. <i>Reading and Writing</i> , 2022, 35, 155-175.	1.7	12
35	Mothers' and teachers' attributions of the academic functioning of Israeli second graders: a comparison between social groups. <i>Early Childhood Research Quarterly</i> , 2004, 19, 485-501.	2.7	11
36	Mothers' and Teachers' Estimations of First Graders' Literacy Level and their Relation to the Children's Actual Performance in Different SES Groups. <i>Education and Treatment of Children</i> , 2011, 34, 347-371.	0.9	9

#	ARTICLE	IF	CITATIONS
37	How accurate can mothers and teachers be regarding children's emergent literacy development? A comparison between mothers with high and low education. <i>Early Child Development and Care</i> , 2009, 179, 27-41.	1.3	8
38	Mother-Child Literacy Activities and Early Literacy in the Israeli Arab Family. <i>Literacy Studies</i> , 2014, , 323-347.	0.3	8
39	Word explanation and content expansion during storybook reading: relation to SES and children's language. <i>Early Child Development and Care</i> , 2018, 188, 691-708.	1.3	6
40	Vocabulary enrichment using an E-book with and without kindergarten teacher's support among LSES children. <i>Early Child Development and Care</i> , 2022, 192, 1384-1401.	1.3	6
41	Early literacy in Arabic: the role of SES, home literacy environment, mothers' early literacy beliefs and estimation of their children's literacy skills. <i>Reading and Writing</i> , 2021, 34, 2603-2625.	1.7	6
42	Early literacy programme as support for immigrant children and as transfer to early numeracy. <i>Early Child Development and Care</i> , 2017, 187, 672-689.	1.3	5
43	What Contributes to Word Learning and Story Retelling of Arabic-speaking Children? Investigation of an E-book Reading Intervention. <i>Literacy Research and Instruction</i> , 0, , 1-19.	1.1	1
44	What Can Better Support Low SES Children's Emergent Reading? Reading e-Books and Printed Books with and Without Adult Mediation. , 2012, , 59-71.		0