

# Scott G Paris

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/10394464/publications.pdf>

Version: 2024-02-01

48  
papers

6,472  
citations

159585

30  
h-index

233421

45  
g-index

50  
all docs

50  
docs citations

50  
times ranked

2519  
citing authors

#	ARTICLE	IF	CITATIONS
1	Becoming a strategic reader. <i>Contemporary Educational Psychology</i> , 1983, 8, 293-316.	2.9	842
2	Classroom Applications of Research on Self-Regulated Learning. <i>Educational Psychologist</i> , 2001, 36, 89-101.	9.0	839
3	Reinterpreting the development of reading skills. <i>Reading Research Quarterly</i> , 2005, 40, 184-202.	3.3	455
4	Informed Strategies for Learning: A program to improve children's reading awareness and comprehension.. <i>Journal of Educational Psychology</i> , 1984, 76, 1239-1252.	2.9	401
5	Clarifying Differences Between Reading Skills and Reading Strategies. <i>Reading Teacher</i> , 2008, 61, 364-373.	0.9	396
6	Children's Metacognition About Reading: issues in Definition, Measurement, and Instruction. <i>Educational Psychologist</i> , 1987, 22, 255-278.	9.0	310
7	Children's metacognitive knowledge about reading.. <i>Journal of Educational Psychology</i> , 1978, 70, 680-690.	2.9	277
8	Developmental and instructional analyses of children's metacognition and reading comprehension.. <i>Journal of Educational Psychology</i> , 1988, 80, 131-142.	2.9	263
9	Assessing narrative comprehension in young children. <i>Reading Research Quarterly</i> , 2003, 38, 36-76.	3.3	246
10	The role of inference in children's comprehension and memory for sentences. <i>Cognitive Psychology</i> , 1976, 8, 217-227.	2.2	225
11	Comprehension Monitoring, memory, and study strategies of Good and Poor Readers. <i>Journal of Literacy Research</i> , 1981, 13, 5-22.	0.6	223
12	The Benefits of Informed Instruction for Children's Reading Awareness and Comprehension Skills. <i>Child Development</i> , 1984, 55, 2083.	3.0	222
13	Development Aspects of Self-Regulated Learning. <i>Educational Psychologist</i> , 1990, 25, 87-102.	9.0	208
14	Learning the functional significance of mnemonic actions: A microgenetic study of strategy acquisition. <i>Journal of Experimental Child Psychology</i> , 1982, 34, 490-509.	1.4	137
15	Do performance goals promote learning? A pattern analysis of Singapore students'™ achievement goals. <i>Contemporary Educational Psychology</i> , 2011, 36, 165-176.	2.9	130
16	A Developmental Perspective on Standardized Achievement Testing. <i>Educational Researcher</i> , 1991, 20, 12-20.	5.4	129
17	Semantic and constructive aspects of sentence memory in children.. <i>Developmental Psychology</i> , 1973, 9, 109-113.	1.6	114
18	The Constructivist Approach to Self-Regulation and Learning in the Classroom. <i>Springer Series in Cognitive Development</i> , 1989, , 169-200.	2.9	112

#	ARTICLE	IF	CITATIONS
19	Promoting Metacognition and Motivation of Exceptional Children. Remedial and Special Education, 1990, 11, 7-15.	2.3	93
20	Hands-On Biology: A Museum-School-University Partnership for Enhancing Students' Interest and Learning in Science. Elementary School Journal, 1998, 98, 267-288.	1.4	92
21	Situated Motivation and Informal Learning. Journal of Museum Education, 1997, 22, 22-27.	0.6	66
22	Self-Regulated Learning among Exceptional Children. Exceptional Children, 1986, 53, 103-108.	2.2	58
23	Strategies for Comprehending Text and Coping with Reading Difficulties. Learning Disability Quarterly, 1989, 12, 32-42.	1.3	54
24	The Development of Inferential Comprehension. Child Development, 1977, 48, 1728.	3.0	45
25	Ordinary Learning: Pragmatic Connections Among Children's Beliefs, Motives, and Actions. Springer Series in Cognitive Development, 1983, , 137-169.	2.9	44
26	Children's Use of Successive cues to Generate and Monitor Inferences. Child Development, 1983, 54, 742-759.	3.0	44
27	Story construction from a picture book: An assessment activity for young learners. Early Childhood Research Quarterly, 1996, 11, 41-61.	2.7	41
28	Teaching Narrative Comprehension Strategies to First Graders. Cognition and Instruction, 2007, 25, 1-2.	2.9	40
29	Cognitive Integration in Children's Memory for Sentences and Pictures. Child Development, 1974, 45, 633.	3.0	38
30	Predicting Singapore students' achievement goals in their English study: Self-construal and classroom goal structure. Learning and Individual Differences, 2011, 21, 526-535.	2.7	36
31	Teachers' Perceptions of Standardized Achievement Tests. Educational Policy, 1994, 8, 137-156.	2.0	32
32	Chapter 3: Instructional Approaches to Reading Comprehension. Review of Research in Education, 1986, 13, 91-128.	1.6	26
33	Australian Students' Self-Appraisal of Their Work Samples and Academic Progress. Elementary School Journal, 1997, 97, 523-537.	1.4	26
34	Inferential distance and children's memory for pictorial sequences.. Developmental Psychology, 1979, 15, 395-405.	1.6	24
35	Reading and believing: Beliefs, attributions, and reading achievement in Moroccan schoolchildren.. Journal of Educational Psychology, 1989, 81, 283-293.	2.9	24
36	A metacognitive curriculum to promote children's reading and learning. Australian Journal of Psychology, 1986, 38, 107-123.	2.8	22

#	ARTICLE	IF	CITATIONS
37	MODELS AND METAPHORS OF LEARNING STRATEGIES. , 1988, , 299-321.		22
38	Assessment and remediation of metacognitive aspects of children's reading comprehension. Topics in Language Disorders, 1991, 12, 32-50.	1.0	18
39	Operativity and Reversibility in Children's Understanding of Pictorial Sequences. Child Development, 1978, 49, 1219.	3.0	17
40	Reciprocal Theory Building Inside and Outside Museums. Curator, 2000, 43, 199-210.	0.6	15
41	Instructional Approaches to Reading Comprehension. Review of Research in Education, 1986, 13, 91.	1.6	14
42	Children's Motivation to Explore Partially Completed Exhibits in Hands-On Museums. Contemporary Educational Psychology, 1996, 21, 111-128.	2.9	11
43	Policies for Reporting Test Results to Parents. Educational Measurement: Issues and Practice, 2005, 11, 15-20.	1.4	11
44	Social Contexts and Functions of Children's Remembering. Springer Series in Cognitive Development, 1985, , 81-115.	2.9	11
45	Perceptions of Competence and Control and the Use of Coping Strategies by Children with Disabilities. Learning Disability Quarterly, 1993, 16, 93-111.	1.3	10
46	Four Perspectives on Educational Assessment. International Journal of Disability Development and Education, 1992, 39, 95-105.	1.1	7
47	Children's Use of Successive Clues to Generate and Monitor Inferences. Child Development, 1983, 54, 742.	3.0	0
48	Developing new reading assessments to promote beginning reading in Singapore. Asia Pacific Education Review, 2011, 12, 23-33.	2.5	0