

# 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	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
2	Predicting Singapore students' achievement goals in their English study: Self-construal and classroom goal structure. <i>Learning and Individual Differences</i> , 2011, 21, 526-535.	2.7	36
3	Developing new reading assessments to promote beginning reading in Singapore. <i>Asia Pacific Education Review</i> , 2011, 12, 23-33.	2.5	0
4	Clarifying Differences Between Reading Skills and Reading Strategies. <i>Reading Teacher</i> , 2008, 61, 364-373.	0.9	396
5	Teaching Narrative Comprehension Strategies to First Graders. <i>Cognition and Instruction</i> , 2007, 25, 1-2.	2.9	40
6	Policies for Reporting Test Results to Parents. <i>Educational Measurement: Issues and Practice</i> , 2005, 11, 15-20.	1.4	11
7	Reinterpreting the development of reading skills. <i>Reading Research Quarterly</i> , 2005, 40, 184-202.	3.3	455
8	Assessing narrative comprehension in young children. <i>Reading Research Quarterly</i> , 2003, 38, 36-76.	3.3	246
9	Classroom Applications of Research on Self-Regulated Learning. <i>Educational Psychologist</i> , 2001, 36, 89-101.	9.0	839
10	Reciprocal Theory Building Inside and Outside Museums. <i>Curator</i> , 2000, 43, 199-210.	0.6	15
11	Hands-On Biology: A Museum-School-University Partnership for Enhancing Students' Interest and Learning in Science. <i>Elementary School Journal</i> , 1998, 98, 267-288.	1.4	92
12	Situated Motivation and Informal Learning. <i>Journal of Museum Education</i> , 1997, 22, 22-27.	0.6	66
13	Australian Students' Self-Appraisal of Their Work Samples and Academic Progress. <i>Elementary School Journal</i> , 1997, 97, 523-537.	1.4	26
14	Children's Motivation to Explore Partially Completed Exhibits in Hands-On Museums. <i>Contemporary Educational Psychology</i> , 1996, 21, 111-128.	2.9	11
15	Story construction from a picture book: An assessment activity for young learners. <i>Early Childhood Research Quarterly</i> , 1996, 11, 41-61.	2.7	41
16	Teachers' Perceptions of Standardized Achievement Tests. <i>Educational Policy</i> , 1994, 8, 137-156.	2.0	32
17	Perceptions of Competence and Control and the Use of Coping Strategies by Children with Disabilities. <i>Learning Disability Quarterly</i> , 1993, 16, 93-111.	1.3	10
18	Four Perspectives on Educational Assessment. <i>International Journal of Disability Development and Education</i> , 1992, 39, 95-105.	1.1	7

#	ARTICLE	IF	CITATIONS
19	Assessment and remediation of metacognitive aspects of children's reading comprehension. Topics in Language Disorders, 1991, 12, 32-50.	1.0	18
20	A Developmental Perspective on Standardized Achievement Testing. Educational Researcher, 1991, 20, 12-20.	5.4	129
21	Promoting Metacognition and Motivation of Exceptional Children. Remedial and Special Education, 1990, 11, 7-15.	2.3	93
22	Development Aspects of Self-Regulated Learning. Educational Psychologist, 1990, 25, 87-102.	9.0	208
23	Reading and believing: Beliefs, attributions, and reading achievement in Moroccan schoolchildren.. Journal of Educational Psychology, 1989, 81, 283-293.	2.9	24
24	Strategies for Comprehending Text and Coping with Reading Difficulties. Learning Disability Quarterly, 1989, 12, 32-42.	1.3	54
25	The Constructivist Approach to Self-Regulation and Learning in the Classroom. Springer Series in Cognitive Development, 1989, , 169-200.	2.9	112
26	Developmental and instructional analyses of children's metacognition and reading comprehension.. Journal of Educational Psychology, 1988, 80, 131-142.	2.9	263
27	MODELS AND METAPHORS OF LEARNING STRATEGIES. , 1988, , 299-321.		22
28	Children's Metacognition About Reading: issues in Definition, Measurement, and Instruction. Educational Psychologist, 1987, 22, 255-278.	9.0	310
29	Self-Regulated Learning among Exceptional Children. Exceptional Children, 1986, 53, 103-108.	2.2	58
30	Instructional Approaches to Reading Comprehension. Review of Research in Education, 1986, 13, 91.	1.6	14
31	A metacognitive curriculum to promote children's reading and learning. Australian Journal of Psychology, 1986, 38, 107-123.	2.8	22
32	Chapter 3: Instructional Approaches to Reading Comprehension. Review of Research in Education, 1986, 13, 91-128.	1.6	26
33	Social Contexts and Functions of Children's Remembering. Springer Series in Cognitive Development, 1985, , 81-115.	2.9	11
34	The Benefits of Informed Instruction for Children's Reading Awareness and Comprehension Skills. Child Development, 1984, 55, 2083.	3.0	222
35	Informed Strategies for Learning: A program to improve children's reading awareness and comprehension.. Journal of Educational Psychology, 1984, 76, 1239-1252.	2.9	401
36	Becoming a strategic reader. Contemporary Educational Psychology, 1983, 8, 293-316.	2.9	842

#	ARTICLE	IF	CITATIONS
37	Children's Use of Successive Clues to Generate and Monitor Inferences. <i>Child Development</i> , 1983, 54, 742.	3.0	0
38	Ordinary Learning: Pragmatic Connections Among Children's Beliefs, Motives, and Actions. <i>Springer Series in Cognitive Development</i> , 1983, , 137-169.	2.9	44
39	Children's Use of Successive clues to Generate and Monitor Inferences. <i>Child Development</i> , 1983, 54, 742-759.	3.0	44
40	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
41	Comprehension Monitoring, memory, and study strategies of Good and Poor Readers. <i>Journal of Literacy Research</i> , 1981, 13, 5-22.	0.6	223
42	Inferential distance and children's memory for pictorial sequences.. <i>Developmental Psychology</i> , 1979, 15, 395-405.	1.6	24
43	Children's metacognitive knowledge about reading.. <i>Journal of Educational Psychology</i> , 1978, 70, 680-690.	2.9	277
44	Operativity and Reversibility in Children's Understanding of Pictorial Sequences. <i>Child Development</i> , 1978, 49, 1219.	3.0	17
45	The Development of Inferential Comprehension. <i>Child Development</i> , 1977, 48, 1728.	3.0	45
46	The role of inference in children's comprehension and memory for sentences. <i>Cognitive Psychology</i> , 1976, 8, 217-227.	2.2	225
47	Cognitive Integration in Children's Memory for Sentences and Pictures. <i>Child Development</i> , 1974, 45, 633.	3.0	38
48	Semantic and constructive aspects of sentence memory in children.. <i>Developmental Psychology</i> , 1973, 9, 109-113.	1.6	114