

Green Journals

International Approved Journals

Journal Information

Journal Title	Reading Research Quarterly
Publisher	
ISSN	0034-0553
E-ISSN	
Database	AERES
Domain	Life Sciences, Physical Sciences, Social Sciences

Classification History

Year	A+	A	B	C
2026		✓	✓	
2025		✓	✓	
2024		✓	✓	
2023		✓	✓	
2021/2022		✓	✓	
2020		✓	✓	
2019		✓	✓	
2018		✓		

Classification: The table above shows all journal classifications recorded for each classification year in the Green Journals database. A journal may have more than one classification in the same year.

Recent Articles

Yes, and..., Yet: Improvising With Literacy Play to Unsettle a Stuck Place in Science of Reading Classrooms 2026-10 Vol. 61 Issue 4 Authors: Karen Wohlwend, Jill Allison Scott, Sharon Daley et al. DOI: 10.1002/rrq.70127
The Relationships Between Reading Enjoyment, Confidence, Engagement, and Reading Comprehension Among Primary School Students 2026-10 Vol. 61 Issue 4 Authors: Abdelaziz Mohamed Hussien, Yahia Alramamneh, Shaljan Aarepattamannil et al. DOI: 10.1002/rrq.70141
2026 International Literacy Association's Timothy and Cynthia Shanahan Outstanding Dissertation Award: An Interview With the Winner 2026-9-14 Vol. 61 Issue 4 Authors: Youngsun Moon, Dennis S. Davis DOI: 10.1002/rrq.70140
Looking at Reading: Adolescents' Perceptions of Readerly Characters in High School Television Series 2026-8-31 Vol. 61 Issue 4 Authors: Jasmijn Bloemert, Jeroen Dera DOI: 10.1002/rrq.70139
Computationally Mediated Synthetic Affect as a Mechanism for Literacy Engagement: Analyzing Adolescents' Livestreamed Videogame Play 2026-8-27 Vol. 61 Issue 4 Authors: Christian Ehret, Amélie Lemieux DOI: 10.1002/rrq.70137

When the Present Reads the Past: Critical and Social Literacy Practices as Transformative Uptake in Digital Reader Reviews	2026-8-11 Vol. 61 Issue 4 Authors: Goun Park DOI: 10.1002/rrq.70138
Issue Information	2026-8-11 Vol. 61 Issue 4 DOI: 10.1002/rrq.545
Writing the Rules for Generative Machines: Tensions and Entanglements in Preservice Teachers' Classroom AI Policies	2026-7 Vol. 61 Issue 3 Authors: Brady L. Nash, Sarah K. Burriss DOI: 10.1002/rrq.70136
A Historical Analysis of Science, Equity, and Reading: <i>The Summary of Investigations Relating to Reading</i>	2026-7 Vol. 61 Issue 3 Authors: Catherine Compton-Lilly, Rebecca Rogers DOI: 10.1002/rrq.70134
A Longitudinal Case Study of a Transnational Teacher's Multiliterate Identity and Pedagogy	2026-7 Vol. 61 Issue 3 Authors: Grace MyHyun Kim DOI: 10.1002/rrq.70130