

# Green Journals

International Approved Journals

## Journal Information

|               |                                                   |
|---------------|---------------------------------------------------|
| Journal Title | Journal of Research in Reading                    |
| Publisher     | Wiley-Blackwell Publishing Ltd                    |
| ISSN          | 0141-0423                                         |
| E-ISSN        | 1467-9817                                         |
| Database      | SCOPUS                                            |
| 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

|                                                                                                                                                                                                                                                                                   |                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
| <b>Implementation and Process Evaluation of a Programme to Promote Reading Motivation and Engagement: Love to Read Reception</b><br>2026-10-11 Vol. 49 Issue 4<br>Authors: Jamie Lingwood, Sarah McGeown<br>DOI: 10.1111/1467-9817.70038                                          |                                                          |
| <b>Efficacy of the Rhythmic Reading Training in Turkish Children With Dyslexia</b><br>2026-9-21 Vol. 49 Issue 4<br>Authors: Serdar Arpaciglu, Busra Baran, Alessandro Antonietti et al.<br>DOI: 10.1111/1467-9817.70037                                                           |                                                          |
| <b>Issue Information</b>                                                                                                                                                                                                                                                          | 2026-9-3 Vol. 49 Issue 4<br>DOI: 10.1111/1467-9817.70022 |
| <b>Reversing the Decline: Evidence From a Quasiexperimental Study on How Classroom Practices Support Adolescents' Reading Motivation and Amount</b><br>2026-9-3 Vol. 49 Issue 4<br>Authors: Montserrat Cubillos, Mónica Zegers, Julian M. Siebert<br>DOI: 10.1111/1467-9817.70036 |                                                          |
| <b>Assess, Adapt and Group: Enhancing Early-Grade Reading Outcomes Through Readiness-Based Differentiated Instruction in Ghana</b><br>2026-8 Vol. 49 Issue 3<br>Authors: Jeongmin Lee, Wael Moussa<br>DOI: 10.1111/1467-9817.70035                                                |                                                          |

**Recontextualizing Literature Circles for Arabic Literacy Classrooms: A Human-Centred Approach to Fostering Belonging**

2026-7-2 Vol. 49 Issue 3  
Authors: Karima Almazroui  
DOI: 10.1111/1467-9817.70034

**Reciprocal Crosslinguistic Relations Between Morphological Awareness and Reading Comprehension in Chinese-English Adolescents and Young Adults**

2026-6-21 Vol. 49 Issue 3  
Authors: Adrian Pasquarella, Bitu Moradi  
DOI: 10.1111/1467-9817.70030

**Exploring the Underlying Mechanisms of Semantic Preview Benefit in Chinese Reading From a Co-Occurrence Perspective: An Eye Movement Study**

2026-6-17 Vol. 49 Issue 3  
Authors: Zhang Lijuan, Liu Zhiwei, Zhao Sainan et al.  
DOI: 10.1111/1467-9817.70033

**Affirming and Undermining Motivations and Adolescents' Reading Comprehension: Moderator Effects of Reading Level and Motivation-Enhancing Educational Characteristics**

2026-6-12 Vol. 49 Issue 3  
Authors: Paul de Maat, Roel van Steensel  
DOI: 10.1111/1467-9817.70032

**Cross-Linguistic Transfer of Phonological Awareness and Reading Skills in Russian-Uzbek Bilingual Children**

2026-6-12 Vol. 49 Issue 3  
Authors: Shakhlo Nematova, Henry Brice, Sarah Akkad et al.  
DOI: 10.1111/1467-9817.70031