# Green Journals

International Approved Journals

## Journal Information

| | |
|---|---|
| **Journal Title** | Scientific Studies of Reading |
| **Publisher** | |
| **ISSN** | 1088-8438 |
| **E-ISSN** | |
| **Database** | AERES |
| **Domain** | Health Sciences, 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

**Optimizing Time in Isolated Phonemic Awareness Instruction: A Meta-Analysis of Cumulative Dosage for Improved Reading Outcomes**
2026-11-4 Pages 1-25
Authors: Melissa V. Stalega, Florina Erbeli, Ying Xu et al.
DOI: 10.1080/10888438.2026.2756396

**Beyond Total Time Measures of Rapid Automatized Naming (RAN): Do Pause Time Variability and Alternate Task Lengths Improve Prediction of Future Reading?**
2026-11-4 Pages 1-22
Authors: Jiyoon Kim, Emily M. Harriott, Mercedes Spencer et al.
DOI: 10.1080/10888438.2026.2754725

**Cross-Modal Semantic Context Effects in Less Experienced and Advanced Readers**
2026-11-1 Pages 1-23
Authors: Catherine Clark, Sara Guediche, Marie Lallier
DOI: 10.1080/10888438.2026.2754730

**Immediate and Sustained Implementation of a Multi-Tiered Classroom and Family Curriculum Supplement to Support Preschoolers' Language Development**
2026-10-29 Pages 1-27
Authors: Sonia Q. Cabell, Tricia A. Zucker, Stephanie Brown et al.
DOI: 10.1080/10888438.2026.2748997

**Implementation of the Word Connections Reading Intervention in Authentic Settings: A Survey of Program Users**
2026-10-5 Pages 1-25
Authors: Jessica R. Toste, Brennan W. Chandler, Emily B. Hardeman et al.
DOI: 10.1080/10888438.2026.2742872

**Instructional Practices for the Component Skills of Writing: A Theoretically Grounded Synthesis**
2026-10-1 Pages 1-41
Authors: Christina Novelli, Lauren G. Hennenfent, Lindy J. Johnson et al.
DOI: 10.1080/10888438.2026.2732983

**No Recovery from the COVID-Slide Yet: The Reading Skills of Undergraduate Students**
2026-9-10 Pages 1-22
Authors: Victor Kuperman, Kim Thériault, Vanessa Taler et al.
DOI: 10.1080/10888438.2026.2721437

**The Relationship Between Morphological Knowledge and Decoding Ability for Swedish Children with Typical Reading Development and Children with Reading Difficulties**
2026-8-20 Pages 1-20
Authors: Elin Hällström, Janne von Koss Torkildsen, Birgitta Sahlén et al.
DOI: 10.1080/10888438.2026.2718137

**From Movement to Meaning: Eye-Movement Measures as Predictors of L1 and L2 Reading Comprehension**
2026-8-18 Pages 1-25
Authors: Stefania Kyriakidou, Daniel Schmidtke, Anna L. Moro
DOI: 10.1080/10888438.2026.2719669

**Is Set for Variability Performance Dependent on Prior Successful Decoding Attempts for Certain Items? An Item-Level Examination**
2026-8-18 Pages 1-25
Authors: Valeria M. Rigobon, Laura M. Steacy, Signy Wegener et al.
DOI: 10.1080/10888438.2026.2704734