Green Journals

International Approved Journals

Journal Information

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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 Areepattamannil 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: The Summary of Investigations Relating to Reading
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