AUTHOR GUIDELINES

The Reading League Journal (TRLJ)

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GENERAL INFORMATION

The Reading League Journal (TRLJ) is a peer-reviewed journal, which features contributions from both researchers and educational practitioners. Launched in 2020, the Journal aligns with The Reading League's mission, which is to advance the awareness, understanding, and use of evidence-aligned reading instruction. TRLJ is published three times each year. We strive for each issue to be focused on a primary theme and manuscript acceptance is competitive.

What kind of articles does TRLJ publish?

TRLJ provides non-technical reviews of well-established findings from the reading research. It does not include new empirical research reports, opinion papers, or articles proposing new conceptual or theoretical ideas. It is intended to function as a conduit between the scientific research on reading and educational professionals who can benefit from this knowledge.

- ***Researchers:*** Review scientific studies and present them in a format that is meaningful for educational professionals.
- ***Educational Practitioners:*** Contribute articles related to the implementation of scientific research into practice.

The table on the following page describes the features and columns that typically appear in TRLJ. Please be sure that any manuscript conforms to the descriptions below. Submissions that do not align with these categories will not be reviewed.

How do I contribute to a forthcoming issue of TRLJ?

TRLJ aims to feature high-quality contributions to fostering deeper dialogue between scholars and practitioners. We use a curated submission process and do not accept unsolicited manuscripts. As part of this approach, TRLJ publishes thematic issues focused on timely and significant topics, allowing for a more intentional and cohesive set of contributions aligned with each issue.

Authors are invited to submit a summary for consideration in a forthcoming issue. Selected authors will be invited to develop a full manuscript aligned with the theme of the issue. More details on themes, timeline, and the submission process are available at thereadingleague.org/journal/submissions.

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TYPE	CONTRIBUTORS	DESCRIPTION	WORD COUNT LIMITS
Feature Article	Researchers	Semi-comprehensive summaries/reviews of a significant aspect of reading.	3,000 to 4,000 words *(including references)*
Brief Research Review	Researchers	Brief reviews of a specific topic related to reading. It could simply involve an integration of 2-3 related studies. This feature is designed to convey relevant findings in a short amount of time and space.	1,500 to 2,000 words *(including references)*
Game Changers: Research That Shaped the Science of Reading	Researchers	Summaries of landmark research reports or reviews that shaped the field of reading research and advanced our knowledge. Examples would be the major studies that prompted RTI (e.g., the National Reading Panel Report; Torgesen et al., 2001; etc.). **Note:** Before composing, please review previous TRLJ Game Changer columns so there is no duplication.	1,000 to 1,800 words *(including references)*
Brick by Brick	Researchers	Collections of brief, clear, and relevant descriptions of individual studies from across the decades (1/2 to 1 page) each, a few of which would appear in each issue. Contact **comments@thereadingleague.org** prior to submitting.	350-600 words for individual studies *(including references);* Total combined word count of all "bricks" maximum 3,000 words *(including references)*
Changing Course: Large-Scale Implementation of the Science of Reading	Educational professionals	Descriptions of success in implementing scientifically validated practices in schools. This can range from school level to state level, written by administrators, state education personnel, teachers, and advocates.	1,500 to 2,500 words *(including references)*
Knowing Better, Doing Better: An Educator's Transformation Story	Educational professionals	Educator descriptions of changes in their perspectives and practices, including how they came upon their new perspective of adopting the science of reading to guide their teaching.	750 to 2,500 words *(including references)*

Features and columns that typically appear in TRLJ.

WRITING GUIDELINES

Who is the audience and how can I write to engage them?

The primary audience for TRLJ is education professionals—classroom teachers, administrators, and specialists such as special educators and school psychologists. Many are new to the science of reading. Some of these professionals have not received coursework involving scientific research, so authors for TRLJ should write as if they are writing for a popular magazine (i.e., to those unfamiliar with the reading research). Write as though you are explaining something to a college-educated next-door neighbor, rather than communicating with another scientist.

We follow the writing style used in *American Educator*. For reference, see the Summer 2020 issue.

- Avoid technical terminology. Avoid terms like *regression, variables, factor analysis, auto-regressor, lag design, path analysis,* etc. The concepts behind such terms should be expressed in other ways. For example, "regression analyses have demonstrated that [thus and such] accounts for unique variance in . . ." could be better expressed as "studies have shown that [thus and such] contributes to . . ." If the use of a technical term is unavoidable, be sure to define it and even illustrate it, if appropriate. Then, consider including parenthetical reminders when using such terms later on in the article to ensure comprehension.
- Avoid "academic" vocabulary when possible. This refers to more general words that readers might know, but they will not have encountered them except in very formal, academic writing *(e.g., array, construct, distal/proximal, foci, etc.)*. When many of these low-frequency words are used in close proximity, reading becomes effortful and less enjoyable. Our goal is for each contribution to be a pleasurable, informative read.

What about word limits, in-text citations, and references?

Provide in-text citations from the research literature to establish points. However, please limit them to just one or two (max three) for any given point. Limit your reference list to 25 or fewer to comply with the style of this practitioner journal and word limits. ***Word limits include references***, so better to use words to inform educators than refer them to sources that they might not be able to access. See the next sections for more information on formatting.

Please do not exceed recommended word limits. Unfortunately, doing so may result in rejection of the manuscript, or a lot of editing in order to meet word limits. TRLJ has a specific page count that it must adhere to for publication, and exceeded word limits is not allowed as a result.

Do I need to include an abstract?

TRLJ is not an academic journal, therefore it does not include abstracts. You do not need to include an abstract when you upload your manuscript.

What format guidelines should I follow?

Please follow APA format guidelines, 7th edition. TRLJ does not have a large team of copyeditors, so it is the responsibility of the author(s) to follow APA format and catch deviations, in both the main body of the article and the references section. Here is a great APA 7th edition resource: APA Formatting and Style Guide (7th Edition).

APA TIPS ON SPACING, MARGINS, AND FONT

ALL lines of text should be double-spaced. This includes spacing between paragraphs, quotes, references, etc. Use 1" margins on all sides. The APA manual recommends widely available fonts. TRLJ recommends 12-point Times New Roman, 11-point Calibri, or 11-point Arial.

What are common deviations from APA that are seen in submissions?

(Page numbers refer to where more information can be found in the APA 7th edition manual)

In-Text Citations

- Articles by three or more authors: use the first author's last name plus et al., even in the very first citation (p. 266)
- Use an ampersand (&) in parentheses (p. 266)

  Incorrect: (Carpenter and Just, 1987)

  Correct: (Carpenter & Just, 1987)
- Use the printed word 'and' in running text (p. 266)

  Incorrect: Carpenter & Just (1987) described how . . .

  Correct: Carpenter and Just (1987) described how . . .

Underline and Italics

- Do not use underlining for emphasis.
- Italics are used when introducing new terms, not quotation marks (p. 170).

  Incorrect: This is referred to as a "global inference."

  Correct: This is referred to as a global inference.

Quotation Marks

- Use double quotation marks (" ") for quotes and several other purposes (see p. 157-159) and only uses single quotation marks (' ') when a quote is within a quote (p. 277).

Commas

- Use the Oxford comma in a series of three or more items (p. 155).

  Incorrect: height, width and depth

  Correct: height, width, and depth

Hyphens and Dashes

- Long and short hyphens (called dashes in the APA manual) have differing usages. When authors use a dash to mark a parenthetical thought, a long dash is used (called an *em-dash*). There are no spaces on either side of the dash. A short dash is used to create a compound adjective (called an *en dash*), and it also has no spaces on either side (e.g., "an at-risk student"; p. 157)).

Abbreviations

- The abbreviation for "for example" is e.g.

  Incorrect: She reinforced skills he knew such as closed syllables without blends and silent-e syllables (ex., cob, lime, pan/cake).

  Correct: She reinforced skills he knew such as closed syllables without blends and silent-e syllables (e.g., cob, lime, pan/cake).

- The abbreviation for "that is" is i.e.

  For example: Oral reading fluency (ORF) benchmarks are typically administered three times per year (i.e., fall, winter, and spring).

- Abbreviations for "page" and "pages" are p. and pp., not pg. or pgs.

  Correct: The National Research Council report outlined many of these concerns (Snow et al., 1998, pp. 255-258).

Paragraphs

- Indent all paragraphs, including the first paragraph of the article and the first paragraph of each section.

Numbers

- Plurals of numbers have no apostrophe (p. 181)

  Incorrect: the 1960's; 30's and 40's

  Correct: the 1960s; 30s and 40s

- Grade levels are indicated with uppercase in the name of the word grade or year precedes the grade level (e.g., Grade 4; Year 1), yet lowercase when following the level (e.g., a student in fourth grade; a 1st year student). (p. 179).

- Sentences never begin with numerals.

  Incorrect: 21% of students and 10% of teachers report that they . . .

  Correct: Twenty-one percent of students and 10% of teachers report . . .

- TRLJ does not use superscript for ordinal numbers (e.g., use 10th not 10th), and this should be consistent throughout the article (p. 179).

Reference Section

- TRLJ does not presently require DOIs after references in the reference section because the journal is offered in print only. Please do not include them.

- Location is no longer listed according to APA 7th edition, only publishers.

  Incorrect: Perfetti, C. (1985). *Reading ability*. New York, NY: Oxford University Press.

  Correct: Perfetti, C. (1985). *Reading ability*. Oxford University Press.

- The use of uppercase for article titles and book titles should only occur in the first word in a title and the first word in a subtitle (and proper nouns). Another common mistake is using lowercase in titles, including the first word in a subtitle.

  Incorrect (1): Ehri, L. C. (2005). Learning to Read Words: Theory, Findings, and Issues. *Scientific Studies of Reading, 9(2), 167–188.*

  Incorrect (2): Ehri, L. C. (2005). Learning to read words: theory, findings, and issues. *Scientific Studies of Reading, 9(2), 167–188.*

  Correct: Ehri, L. C. (2005). Learning to read words: Theory, findings, and issues. *Scientific Studies of Reading,*

International Considerations

- TRLJ is international in scope. It honors the writing conventions and spelling patterns of the country of the author. For example, in the U.S., periods and commas are always inside quotation marks, and that is reflected in the APA style manual. However, to respect the style of international authors from the UK, Canada, Australia, and New Zealand, periods and commas appear outside quotation marks.
- Also, TRLJ respects the variations in spellings (e.g., *behaviour/behavior; practise/practice*). There is a note about preserving international writing conventions and spellings on the copyright page of TRLJ. If during the draft process our editors accidentally "Americanize" writing or spellings, please note that and we will correct it.