

20
12 Edition



What Kids Are Reading

The Book-Reading Habits of Students
in American Schools

Introduction by Jeff Kinney

But what *should* kids be reading? See inside for expert commentary from David Coleman, Dan Gutman, Barry Gilmore, Ellen Hopkins, Terri Kirk, Dav Pilkey, and Sandra Stotsky.

What Kids Are Reading



The Book-Reading Habits of Students in American Schools

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Preface

Since its inception, *What Kids Are Reading: The Book-Reading Habits of Students in American Schools* has served as a useful guide for educators and parents alike in aiding students' book selection. This report ranks the books students are reading—cover to cover—based on the Accelerated Reader Real Time database, the largest of its kind, which houses reading records for more than 7.6 million students from 24,265 schools nationwide who read more than 241 million books during the 2010–2011 school year.

The lists and analyses found within represent the student perspective on book selection. To add another dimension, this year we asked a variety of authors, educators, and experts, “**What *should* kids be reading?**” A sampling of their commentary follows, with the full essays sprinkled throughout the report:

Foreword by **Dan Gutman**, Author of the *My Weird School* Series (p. v):

“I think the answer to the question ‘What should kids be reading?’ is ‘Whatever they want.’ Just like some people like to eat meat, and others prefer vegetables, there are different kinds of readers.”

Introduction by **Jeff Kinney**, Author of the *Diary of a Wimpy Kid* Series (p. 1):

“As parents, my wife and I are just along for the ride....The way I see it, our goal as parents is to respond to their interests without judgment and to be ready with a new book in hand.”

Sandra Stotsky, Professor of Education Reform, University of Arkansas (Section I: Overall Reading, p. 4):

“This republic cannot flourish in the 21st century, no matter how much time English or reading teachers spend teaching ‘21st century skills’ with texts deemed UG [upper grade], if the bulk of our population is reading at or below the fifth-grade level.”

Barry Gilmore, Chair of Humanities/English Teacher, Hutchison School, Memphis, TN (Section I: Overall Reading, p. 6):

“The works students choose are largely what I think of as gateway novels and plays; they introduce themes and stylistic devices similar to those in classic works but often in a less urbane or nuanced manner.”

Dav Pilkey, Author of the *Captain Underpants* Series (Section II: Graphic Novels, p. 28):

“As adults, I think we sometimes forget how hard it is to learn to read. It’s really, REALLY hard. If we add negative associations to something that is already difficult and often frustrating, we might just turn kids off of reading altogether, despite our best intentions.”

David Coleman, Student Achievement Partners/Common Core State Standards Contributing Author (Section III: Common Core State Standards Exemplars, p. 40):

“In addition to ensuring that students read a lot more high quality informational text, the Standards require that kids read texts of increasing complexity as they grow older. The single most important predictor of student success in college is their ability to read a range of complex text with understanding.”

Terri Kirk, Librarian, Reidland High School, Paducah, KY (Section IV: Librarians’ Picks, p. 50):

“There is a place for required reading. If students are in Advanced Placement courses, books that are on the AP list should be required. However, they can be allowed to have free choice from that list.”

Ellen Hopkins, Author of the *Crank* Trilogy (Section V: Frequently Challenged Books, p. 58):

“It is vital that our children are raised with empathy, knowledge, and understanding of those who are different, yes, but also of themselves. To realize that diversity enriches us.”

Please note: *The views and opinions expressed herein are those of the authors and do not necessarily reflect the views of Renaissance Learning, Inc., its affiliates, or its employees.*

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Foreword

By Dan Gutman

I have a confession to make. I don't like Shakespeare. There, I said it.

I went to see *The Tempest* recently, and it was totally incomprehensible to me. I never felt so stupid in my life—except for last summer when the movie *Inception* ended and my three friends had to explain what the hell it was about. And I still didn't get it.

As long as I'm in a confessing mood, I never made it through *Madame Bovary*, *Don Quixote*, *Wuthering Heights*, or *Ulysses*. I thought *The Great Gatsby* was dull. I tried to read *Lolita* because I heard there were some dirty parts, but it was so boring I never got to them. I love Woody Allen, but I'm sure I would find Dostoevsky, Kierkegaard, Kafka, Nietzsche, and Schopenhauer to be unreadable. I've never read Dickens, Tolstoy, Melville, Proust, Jane Austen, Edith Wharton, or Victor Hugo. I know I'm supposed to enjoy and revere all these classic works of literature, but I just don't.

And yet, this year my 100th book will be published.

How is it possible for someone like me to dislike reading but love to write? The answer, I think, is this—it's not that I don't like to read. I just don't like to read stuff that bores me.

I was always a reluctant reader. My mother used to buy me comic books, hoping it would get me interested in reading. It didn't work. The first book that turned me on was *Ball Four*, by Jim Bouton, who wasn't even a writer. He was a baseball player. I read the book in high school. It was a diary of Bouton's 1969 season. This was the first time I read a book in which it seemed as though the author was talking to me.

I think the answer to the question "What should kids be reading?" is "Whatever they want." Just like some people like to eat meat, and others prefer vegetables, there are different kinds of readers. Some people love to get lost in a beautifully written word picture with flowery, formal sentences. Some people will only read nonfiction, or graphic novels. My son went through a phase in which he would only read books about fighter planes.

The truth is that everybody likes to read, whether they realize it or not. Because everybody—even the most reluctant reader—loves a good story.

As a reluctant reader myself, I relate to those kids. I know what bores them, and what holds their interest. They want short sentences. Short chapters. Dialog. Few adjectives. They'd rather use their imagination than read a paragraph of description. They want one sentence to lead naturally to the next one, rather than jump from subject to subject. They want a chapter to end in a way that makes them want to know what happens next. That's what keeps them turning pages.



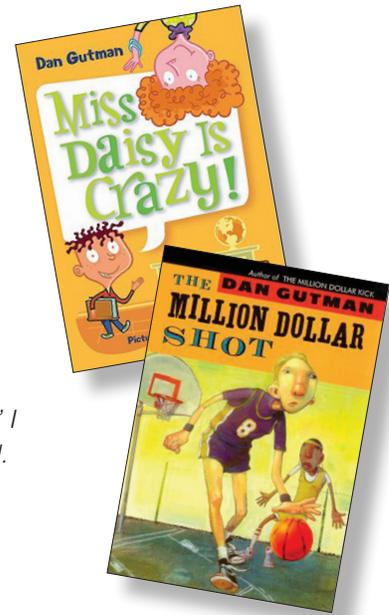
I hope that everybody likes my books, of course. But I'm particularly aiming at those kids who don't like to read. Kids with short attention spans. Kids with learning disabilities. Kids who like cool stories about ordinary kids thrust into extraordinary situations.

Just about every day, I receive an email like this one...

Dear Mr. Gutman,

I am so excited! My ten-year-old daughter for the first time finished a whole book herself. The Million Dollar Shot captured her attention! She has tried so hard to get into so many books and they were all hard for her. Yours captivated her early on and made it easy for her to keep going. Last night (excuse my happy tears here) she said can I read out loud to you guys, after she had already been reading for like 20 minutes all on her own! Then a few minutes into it she said, "Mom, I just see them in my head right now. I can see Eddie and the coach! I can picture them." I was so excited for her to be able to visualize! I am a teacher in special ed. and these aha moments bring chills to me. That moment when a child understands something they have struggled with their whole life.

*Diana R. and Sierra
California*



That's what I want—for a boy or girl to open one of my books, and two hours later look up and feel like they weren't even reading. It should be effortless. I want kids to feel like they were watching a movie in their head. And maybe, once they discover that reading doesn't have to be such a chore, they may be more willing to try other authors and other styles of writing.

I could go on, but I don't want to bore anybody. Some of you might be reluctant readers too.

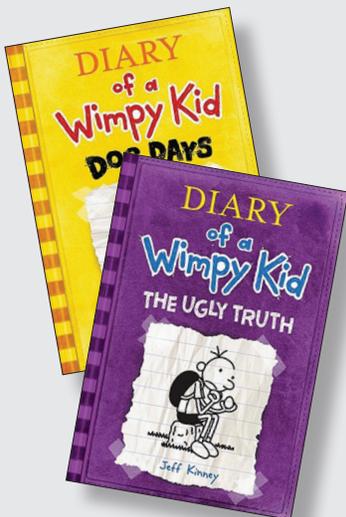
Dan Gutman lives in Haddonfield, New Jersey, with his wife Nina and their two children. Dan is the author of many books for young readers, such as *The Kid Who Ran For President*, *The Homework Machine*, *The Million Dollar Shot*, and the My Weird School series. *The Genius Files: Mission Unstoppable* appeared on *The New York Times* bestseller list in February of 2012. Dan's 100th book, *Ted & Me* (HarperCollins) comes out in March. You can learn more about Dan and his books if you go to www.dangutman.com

Introduction

By Jeff Kinney



Jeff Kinney is an online game developer and designer, and the #1 *New York Times* bestselling author of the *Diary of a Wimpy Kid* series. He was named one of *Time* magazine's 100 Most Influential People in the World. Jeff spent his childhood in the Washington, DC, area and moved to New England in 1995. He lives in southern Massachusetts with his wife and their two sons.



When the notion for *Diary of a Wimpy Kid* popped into my head in 1998, I was about as far from a children's book author as I could get. I had a criminal justice degree and was working as a medical software developer with a dream of becoming a newspaper cartoonist. After suffering through a few years of rejection letters from various comics syndicates, I realized I needed to take a different approach. I decided I'd try to write a book and use it as a sort of Trojan Horse for delivering my comics.

What's more, my cartoons weren't intended for children. I've always seen comics as a medium for adults, with kids coming along for the ride because of the funny pictures. But my publisher had a different take on my material, and before I knew it, I was a children's author.

Having come into the writing profession sideways, I didn't have a basic knowledge of the industry, nor did I have a good understanding of my now-target audience. My biggest surprise came early on, when I found out that my potential readership (i.e., boys) didn't, strictly speaking, like to read. The "reluctant reader" phenomenon was completely alien to me at the time.

I say all of this to make it clear that I'm not an expert when it comes to child literacy. I'm not an educator, nor do I consider myself to be a particularly good writer. So when I answer the question "What should kids be reading?," I do so as a regular person who just so happens to be a former kid.

Either by design or by accident, my parents turned me into an avid reader. My mother was an early childhood educator, so picture books filled our home. Before I could read on my own, I'd flip through the pages and try to imagine what must be happening to Swimmy, or the terrifying beasts in *Where the Wild Things Are*. My father took it upon himself to teach me to read by the time I entered kindergarten, using the Dick and Jane canon as a syllabus. (In fact, I think those books motivated me to learn to read quickly, because I wanted to escape the strange universe of that brother-sister pair at the first possible opportunity.)

When the training wheels came off, I gobbled up books, leaning toward the large-format Dr. Seuss books like *The Sneetches* and *I Can Lick 30 Tigers Today*. Eventually I graduated to Shel Silverstein's poetry compilations, *A Light in the Attic* and *Where the Sidewalk Ends*. Seuss and Silverstein shared characteristics that spoke to me at that age; a clean line and a wicked sense of humor.

Finally, I found my literary nirvana in a bureau drawer by my father's bedside. He had amassed a stash of comic books dating back to his own childhood and jealously protected them, safe from the peanut butter and jelly-smear hands of his four kids. It was here that I discovered such marvels as "Little Lulu," "Sad Sack," and "Two-Fisted Tales." But when I dug deeper, I found the real treasure: a pile of "Donald Duck" and "Uncle Scrooge" comics written by Carl Barks, which feature the best storytelling I've ever read, bar none.

I spent years ferreting my father's comic books into my room, two or three at a time so he didn't notice they were missing. The combination of the artwork, the writing, and the feeling that I was doing something that was forbidden left a deep and lasting mark on me. I didn't know it then, but I know it now: I had no choice but to become a cartoonist.

Eventually my shared interest with my father surfaced, and once everything was out in the open, comics created a lasting bond between us. The comics my father read as a kid were now being reprinted, and every week a freshly minted Carl Barks masterpiece arrived at the local 7-Eleven. Exciting times.

What's more, a fresh new wave of cartoons, including "The Far Side," "Bloom County," and "Calvin and Hobbes," began to appear in the newspaper, breathing new life into the comics page and providing me with a steady diet of daily content. If my fate hadn't been sealed up to this point, now it was all but certain.

Of course, an eager reader can't survive on comics alone. Sometimes your mind wants to paint its own picture and not have things so spelled out. So when it came to novels, I turned to Judy Blume and Beverly Cleary, who told masterful stories using ordinary materials. Eventually, my adolescent brain needed something a bit more outlandish, and I turned to fantasy. The works of J. R. R. Tolkien, Piers Anthony, and Terry Brooks rounded out my middle and high school years.

Knowing what I know now, I should consider it a miracle that as a boy, I came to reading naturally and read without prompting. There were no 15-minutes-a-night-of-reading mandates in my house. If anything, my mother had to tell me to put the book down, turn off the lights, and go to sleep.

Fast forward to the publication of *Diary of a Wimpy Kid* in 2007, and my first exposure to the "reluctant reader" phenomenon. At the time, my two boys were four and two, and given the flood of e-mails I received from parents who said their kids refused to read anything but my books, I braced myself for the worst. I thought it was a certainty that my boys would need to be prodded, cajoled, and maybe bribed into reading.

And then the unexpected happened when my older son turned eight. In one remarkable summer, he read not only the entire Harry Potter series but the Percy Jackson series as well. Soon, we found that we couldn't keep up with his reading appetite, and he can devour a book a night. My younger son is following his example, perhaps to keep up with his older sibling, but perhaps not.

I don't know how this happened and I certainly don't take credit for it. Perhaps it was because we had plenty of books in our home. Perhaps it's because I'm an author, and my sons have been exposed to plenty of bookstores and a culture of reading. Or maybe it has nothing to do with me at all.

As parents, my wife and I are just along for the ride. We do our best to respond to our kids' interests and feed their appetites. My older son can't get enough of stories about warrior animals, and my younger son can't get enough of stories about sports. The way I see it, our goal as parents is to respond to their interests without judgment and to be ready with a new book in hand. The *What Kids Are Reading* report may serve as a handy resource for finding new titles to interest the reader(s) in your life.

My answer to the question "What should kids be reading?" is simple: Whatever captures their interest, in whatever format. Because kids' interests will shape the people they'll become.

Section I: Overall Reading

The Accelerated Reader Real Time database includes book-reading records for more than 7.6 million students from 24,265 schools nationwide who read more than 241 million books during the 2010–2011 school year. The lists that begin on p. 8 rank the **Top 40 Books Read Overall and by Gender, Grades 1–12**.¹

Please note: Because schools may optionally record demographic information about students in AR, gender data is unavailable for approximately 35% of students. Thus, on the following pages, the overall category compiles student records for boys, girls, and students for which gender was not recorded, whereas when information is reported for the boy and girl categories individually, records for students of unknown gender have been excluded.

What *should* kids be reading?

To balance the student point of view represented by these lists, Renaissance Learning asked a variety of authors, educators, and experts to provide their thoughts on student book selection. In this section, Sandra Stotsky, professor of education reform at the University of Arkansas (p. 4), and Barry Gilmore, chair of humanities and English teacher at Hutchison School in Memphis, TN, (p. 6) provide commentary.

¹ Some schools also use AR in kindergarten, but we have limited this section to include grades 1–12.



What *Should* Kids Be Reading?

By Sandra Stotsky

Books above a sixth-grade *reading* level, for sure. According to Renaissance Learning's 2012 report on the books read by almost 400,000 students in grades 9–12 in 2010–2011, the average *reading* level of the top 40 books is a little above fifth grade (5.3 to be exact). While 27 of the 40 books are UG (upper grade in interest level), a fifth-grade *reading* level is obviously not high enough for college-level reading. Nor is it high enough for high school-level reading, either, or for informed citizenship.

And yet, the demographic gaps haven't closed. As Renaissance Learning's 2011 report indicated, the average *reading* level of books read by "struggling" readers in grades 9–12 was 4.9. Does the average book *reading* level for all kids have to fall down to the fourth-grade level (it was 6.1 in Renaissance Learning's first report—in May 2008) before we can declare victory on that egalitarian front and move on to what really matters—increasing everyone's *reading* scores? This republic cannot flourish in the 21st century, no matter how much time English or reading teachers spend teaching "21st century skills" with texts deemed UG, if the bulk of our population is reading at or below the fifth-grade level.

In corroboration of this trend, national scores in reading have been moving downward for almost 20 years. Average scores on the grade 12 NAEP reading tests were lower in 2009 than in 1992.² In addition, average scores on the SAT fell in 2011, "with the reading score for the high school class of 2011 falling three points to 497, the lowest on record," and the writing score continuing its decline since the writing test was introduced less than a decade ago.³ The latter trend is to be expected. As research consistently shows, writing is dependent on reading, and as average *reading* levels decline, so will writing achievement.

The average book reading levels for grades 9–12 on the new comparison tables in the 2012 report are also very low, but some tables are more troubling than others. Let's begin with the most troubling one. According to the Top 25 Librarians' Picks by Interest Level, drawn from a list of 800 titles, librarians are recommending UG books at fourth- to fifth-grade reading levels for high school students. The books are in school libraries and have quizzes based on them; otherwise they wouldn't have been on the list. But why are librarians and/or teachers encouraging kids in grades 9–12 to read books with such low *reading* levels even if the books are designated UG? Readability formulas don't tell us about the literary aspects of a literary text, but they do provide objective measures of vocabulary difficulty and sentence complexity. And why no serious historical nonfiction?

The list of most frequently read Graphic Novels raises a different issue. Many high school students are now reading "classics" rewritten at a second-, third-, or fourth-grade level (e.g., *Harriet Tubman and the Underground Railroad*, *A Tale of Two Cities*, *Romeo and Juliet*, *The Time Machine*, *A Midsummer Night's Dream*, *Jane Eyre*, *Dr. Jekyll and Mr. Hyde*, *The Scarlet Letter*, and *A Christmas Carol*), although only *Romeo and Juliet* is on the top 40 list for all high school students. In a few years, struggling readers may be more familiar with the "classics" as rewritten than regular readers are with them as written. This is perhaps the most appalling insight I had after looking over these lists. And some graphic novels are now required reading in college-sponsored summer programs for incoming freshmen, according to a 2011 "Beach Book" report.⁴

Are the forthcoming common tests based on Common Core's ELA standards likely to address this deteriorating situation? Not clear yet. Based on the Informational Texts and Stories in Common Core's list of

exemplars of “complexity” (for which completed quizzes were available to determine frequency of choice), the table on p. 46 shows that the novels for grades 9/10 in Common Core’s Appendix B are at about the fifth-grade *reading* level (informational texts are closer to an eighth-grade *reading* level), while the novels for grades 11/12 hover around the eighth-grade *reading* level. Yes, they are all designated as having a UG interest level, but only eight of these titles have *reading* levels above grade 8 (e.g., *The Scarlet Letter* and *Pride and Prejudice*). How many reading passages on the common tests determining “college readiness” will be above the grade 8 *reading* level we do not yet know.

Surprisingly, despite the almost singular focus of education policy makers in the past four decades on moving the bottom up, a few American students still manage to become advanced readers, according to NAEP’s most recent grade 12 reading test. In 2009, 5% were considered Advanced—a figure that hasn’t changed much in many, many years. Our Secretary of Education is determined to make all students college-ready after the common tests are in place, but he hasn’t indicated what *reading* level he thinks “college readiness” means. Hopefully, well above the seventh-grade level. Otherwise, only the top 5% of our students will be able to read this country’s seminal founding documents in grade 11 or 12.

We’ll find out when we can apply a readability formula (with a grade-level placement score) to the reading passages selected for the common tests. If most are well above the fifth-grade reading level from grade 7 on and the cut score by grade 10 or 11 reflects high school level *reading*, perhaps we can begin to turn the ship of state around 180 degrees, so to speak.

A fifth-grade reading level won’t be adequate for the reading needed by a technical workforce or four-year state college. Nor is it likely to be adequate for our major national newspapers. Maybe a holding pattern is all we can work on for now, given the many obstacles to the construction of a coherent literature/reading curriculum in grades 6–12 in our public schools.

Sandra Stotsky is professor of education reform at the University of Arkansas, holder of the 21st Century Chair in Teacher Quality, and author of *The Death and Resurrection of a Coherent Literature Curriculum: What Secondary English Teachers Can Do*, to be published by Rowman & Littlefield in June 2012.

² National Center for Education Statistics (2010). *The nation’s report card: Grade 12 reading and mathematics 2009 national and pilot state results* (NCES 2011–455). Washington, DC: National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://nces.ed.gov/nationsreportcard/pdf/main2009/2011455.pdf>

³ Lewin, T. (2011, September 15). Average scores slip on SAT. *The New York Times*. Retrieved from http://www.nytimes.com/2011/09/15/education/15sat.html?_r=1

⁴ Thorne, A. (2011, September). *Beach books: What do colleges and universities want students to read outside class? 2011–2012. A report by the National Association of Scholars*. Retrieved from <http://www.nas.org/images/documents/BeachBooks.pdf>



What *Should* Kids Be Reading?

By Barry Gilmore

A few years ago, I made myself a promise: I would read any book a student brought to me. Then, when I finished, I'd loan the student a book in return—usually one similar in tone or content. *The Hunger Games* came to me this way, as did *The Last Song*, *The Lightning Thief*, and *Speak*, all books on the *What Kids Are Reading* eighth-grade and high school lists.

I began this policy after a ninth-grade boy—I'll call him James—showed up in my room and shyly offered me a copy of the novel *Eragon*. Later, after I returned to discuss the book with James, he expressed surprise that I'd actually read it.

"I've never gotten another adult to read that book," James said.

James' experience—the trouble of finding adult readers who will enter, willingly, into the various realms of fiction and imagination loved by adolescents—is one that is both unfortunate and, I hope, isolated. It prompted me, however, to pay closer attention not just to what students are reading, but also why. What I noticed is reinforced by the titles on this year's lists: Early on, the line between pleasure reading and assigned reading seems blurry, but once a young person reaches a certain age (and that age may be earlier than we tend to think), his or her reading tends to fall into two categories, the popular books he or she chooses to read and the works assigned in school.

That dichotomy is not necessarily bad in and of itself. We want young people to read, we want them to enjoy reading, and we want them to encounter both works that spark the imagination and those that enhance skills and challenge critical thinking. Taken as a whole, the books on the *What Kids Are Reading* lists, from first grade to twelfth, will do just that. But it's also easy to determine from the lists which books are choice books. Take as an example the high school list for girls. *The Hunger Games* and *Pretty Little Liars* are almost certainly books students chose to read. *The Crucible*, on the other hand, undoubtedly comes to students as an assigned text. Glance down the lists and you'll be able to identify choice books and assigned books almost without fail. Go back to the fourth-grade list and the task becomes slightly more difficult but still possible: *Diary of a Wimpy Kid*? Choice. *Sarah, Plain and Tall*? Probably part of many teachers' curricula.

Does it matter? It does to a young person like James. To begin with, James latched on in his outside reading to a number of growing trends in young people's reading, such as the growth of fantasy worlds like the one in *Eragon* and the lure of dystopian fiction and its accompanying motif of rebellion against oppression in *The Giver* and, later, *The Hunger Games*. The dystopian thematic thread is not a new one in literature as a whole—one sees it in a range of classic works, including not just clearly dystopian stories such as *Animal Farm* but also in *Lord of the Flies* or *Julius Caesar*—but it has resurfaced in recent writing for young adults with force. Yet James needed help from adults or his peers to make the deep connections between these recent works and classics. Too often, we send such readers the message that some books are okay to read just for fun while others represent the weighty material meant for the classroom. If we wish to validate what students choose to read and also demystify the works we wish to read along with them, that validation requires more than just a knowing smile and a "read what you want on your own time" attitude.

Imagine, for instance, that a student wants to talk to a teacher or a librarian about *The Hunger Games*. Which of these responses—both of which I’ve actually heard in school hallways—offers a true endorsement of the student’s choice?

Response one: “I tried to read it, but it’s not really my thing. I’m glad you enjoyed it, though.”

Response two: “Tell me more about why you liked this book. I’m interested in how it compares to some of the other survival-oriented books I’ve read.”

The first response effectively dismisses the students’ choice, while the second offers an avenue into discussion of other texts and periods. Once that discussion is opened, there’s room for a rich exploration of books that range in depth and style.

And that’s where solid thinking about what kids are reading—and what they’re not—needs to enter the picture, because there’s an obvious trait of the teacher-assigned books on the lists at every level: They don’t change much. One can find similar lists from twenty, fifty, or a hundred years ago with the same titles on them. Shakespeare tops lists of most-taught books from 1960 to today; Harper Lee often runs a close second. Meanwhile, the books young readers choose on their own vary widely over time.

Moreover, the works students choose are largely what I think of as gateway novels and plays; they introduce themes and stylistic devices similar to those in classic works but often in a less urbane or nuanced manner. *The Giver* and *The Hunger Games* are gateways. They open the door to thinking about issues such as the rights of citizens to resist or the value of human relationships in a power-driven society. *Julius Caesar*, on the other hand, is a destination: a place where students, with their teachers, can investigate the same fundamental themes in depth. But the leap from the former works to the latter is a broad one. It requires the bridge of discussion and reflection.

James was a reader in search of a bridge, but none was offered to him. No lifelong reader was ever nurtured by the message that the books he or she likes aren’t fit for adult thinking, yet at the same time the books kids are reading, from *Diary of a Wimpy Kid* to *The Outsiders*, start to bring adult thinking directly to them.

Like the dystopias of the novels young people seem particularly attracted to, the landscape of reading today should encompass more than a right side and a wrong side. Adults bear the responsibility and the privilege of welcoming readers like James into the brave new world of literature not just by gauging what young people read but also by engaging in the reading itself, as well as in discussion of the choices and motivations that lie behind that reading. It’s wonderful to have a list such as *What Kids Are Reading*. The question we need to ask now is what we’re willing to read with them.

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Top 40 Books Read Overall and by Gender, Grades 1–12

Grade 1

In total, 801,866 first graders read 31,121,678 books and 19,996,132,442 words during the 2010–11 school year. The average number of words read was 22,955 for boys and 25,275 for girls. Approximately 23% of the books were *read to* students, 11% were *read with* students, and 66% were *read independently*.

		Overall	Boys	Girls
10–11	09–10 rank overall	Title, Author (ATOS Book Level, Interest Level)*		
1	1	Green Eggs and Ham , Dr. Seuss (1.5, LG)	Green Eggs and Ham , Dr. Seuss (1.5, LG)	Green Eggs and Ham , Dr. Seuss (1.5, LG)
2	2	The Foot Book , Dr. Seuss (0.6, LG)	The Foot Book , Dr. Seuss (0.6, LG)	The Foot Book , Dr. Seuss (0.6, LG)
3	3	Biscuit , Alyssa Satin Capucilli (1.4, LG)	Hop on Pop , Dr. Seuss (1.5, LG)	Biscuit , Alyssa Satin Capucilli (1.4, LG)
4	4	Hop on Pop , Dr. Seuss (1.5, LG)	Are You My Mother? , P.D. Eastman (1.6, LG)	Are You My Mother? , P.D. Eastman (1.6, LG)
5	5	Are You My Mother? , P.D. Eastman (1.6, LG)	Biscuit , Alyssa Satin Capucilli (1.4, LG)	Hop on Pop , Dr. Seuss (1.5, LG)
6	6	Biscuit Finds a Friend , Alyssa Satin Capucilli (0.8, LG)	Biscuit Finds a Friend , Alyssa Satin Capucilli (0.8, LG)	Biscuit Finds a Friend , Alyssa Satin Capucilli (0.8, LG)
7	7	Biscuit Goes to School , Alyssa Satin Capucilli (0.9, LG)	Biscuit Goes to School , Alyssa Satin Capucilli (0.9, LG)	Biscuit Goes to School , Alyssa Satin Capucilli (0.9, LG)
8	8	One Fish, Two Fish, Red Fish, Blue Fish , Dr. Seuss (1.7, LG)	One Fish, Two Fish, Red Fish, Blue Fish , Dr. Seuss (1.7, LG)	Bathtime for Biscuit , Alyssa Satin Capucilli (1.1, LG)
9	9	Bathtime for Biscuit , Alyssa Satin Capucilli (1.1, LG)	The Cat in the Hat , Dr. Seuss (2.1, LG)	Biscuit's New Trick , Alyssa Satin Capucilli (1.0, LG)
10	13	The Cat in the Hat , Dr. Seuss (2.1, LG)	David Goes to School , David Shannon (0.9, LG)	One Fish, Two Fish, Red Fish, Blue Fish , Dr. Seuss (1.7, LG)
11	10	If You Give a Pig a Pancake , Laura Numeroff (2.5, LG)	Go, Dog. Go! , P.D. Eastman (1.2, LG)	If You Give a Pig a Pancake , Laura Numeroff (2.5, LG)
12	11	Biscuit's New Trick , Alyssa Satin Capucilli (1.0, LG)	The Very Hungry Caterpillar , Eric Carle (2.9, LG)	The Very Hungry Caterpillar , Eric Carle (2.9, LG)
13	14	Go, Dog. Go! , P.D. Eastman (1.2, LG)	If You Give a Pig a Pancake , Laura Numeroff (2.5, LG)	The Cat in the Hat , Dr. Seuss (2.1, LG)
14	19	David Goes to School , David Shannon (0.9, LG)	Bathtime for Biscuit , Alyssa Satin Capucilli (1.1, LG)	Biscuit Wants to Play , Alyssa Satin Capucilli (0.9, LG)
15	12	The Very Hungry Caterpillar , Eric Carle (2.9, LG)	Biscuit's New Trick , Alyssa Satin Capucilli (1.0, LG)	Biscuit Wins a Prize , Alyssa Satin Capucilli (0.9, LG)
16	18	Biscuit Wants to Play , Alyssa Satin Capucilli (0.9, LG)	If You Give a Mouse a Cookie , Laura Numeroff (2.7, LG)	Biscuit's Big Friend , Alyssa Satin Capucilli (0.8, LG)
17	16	Biscuit's Big Friend , Alyssa Satin Capucilli (0.8, LG)	Biscuit's Big Friend , Alyssa Satin Capucilli (0.8, LG)	David Goes to School , David Shannon (0.9, LG)
18	17	Biscuit Wins a Prize , Alyssa Satin Capucilli (0.9, LG)	Hi, Fly Guy! , Tedd Arnold (1.5, LG)	Biscuit and the Baby , Alyssa Satin Capucilli (0.9, LG)
19	15	If You Give a Mouse a Cookie , Laura Numeroff (2.7, LG)	There Was an Old Lady Who Swallowed Fly Guy , Tedd Arnold (1.6, LG)	Go, Dog. Go! , P.D. Eastman (1.2, LG)
20	21	Biscuit and the Baby , Alyssa Satin Capucilli (0.9, LG)	Biscuit Wants to Play , Alyssa Satin Capucilli (0.9, LG)	If You Give a Mouse a Cookie , Laura Numeroff (2.7, LG)

Grade 1 (continued)				
		Overall	Boys	Girls
10–11	09–10 rank overall	Title, Author (ATOS Book Level, Interest Level)*		
21	28	Biscuit Visits the Big City , Alyssa Satin Capucilli (1.0, LG)	Biscuit Wins a Prize , Alyssa Satin Capucilli (0.9, LG)	Biscuit Visits the Big City , Alyssa Satin Capucilli (1.0, LG)
22	22	If You Give a Moose a Muffin , Laura Numeroff (2.4, LG)	Super Fly Guy , Tedd Arnold (1.7, LG)	If You Give a Moose a Muffin , Laura Numeroff (2.4, LG)
23	20	Clifford the Big Red Dog , Norman Bridwell (1.2, LG)	Hooray for Fly Guy! , Tedd Arnold (1.6, LG)	Itchy, Itchy Chicken Pox , Grace Maccarone (0.7, LG)
24	26	Itchy, Itchy Chicken Pox , Grace Maccarone (0.7, LG)	All by Myself , Mercer Mayer (1.3, LG)	Clifford the Big Red Dog , Norman Bridwell (1.2, LG)
25	24	All by Myself , Mercer Mayer (1.3, LG)	Clifford the Big Red Dog , Norman Bridwell (1.2, LG)	If You Give a Pig a Party , Laura Numeroff (2.2, LG)
26	23	Goodnight Moon , Margaret Wise Brown (1.8, LG)	Fly High, Fly Guy! , Tedd Arnold (1.4, LG)	Sleepy Dog , Harriet Ziefert (0.8, LG)
27	25	Sleepy Dog , Harriet Ziefert (0.8, LG)	If You Give a Moose a Muffin , Laura Numeroff (2.4, LG)	All by Myself , Mercer Mayer (1.3, LG)
28	29	If You Take a Mouse to School , Laura Numeroff (2.4, LG)	Itchy, Itchy Chicken Pox , Grace Maccarone (0.7, LG)	Goodnight Moon , Margaret Wise Brown (1.8, LG)
29	100	If You Give a Pig a Party , Laura Numeroff (2.2, LG)	Biscuit Visits the Big City , Alyssa Satin Capucilli (1.0, LG)	If You Take a Mouse to School , Laura Numeroff (2.4, LG)
30	27	Mr. Brown Can Moo! Can You? , Dr. Seuss (1.8, LG)	Mr. Brown Can Moo! Can You? , Dr. Seuss (1.8, LG)	More Spaghetti, I Say! , Rita Golden Gelman (1.2, LG)
31	34	Hi, Fly Guy! , Tedd Arnold (1.5, LG)	Shoo, Fly Guy! , Tedd Arnold (1.7, LG)	Mr. Brown Can Moo! Can You? , Dr. Seuss (1.8, LG)
32	36	There Was an Old Lady Who Swallowed Fly Guy , Tedd Arnold (1.6, LG)	Goodnight Moon , Margaret Wise Brown (1.8, LG)	I Was So Mad , Mercer Mayer (1.6, LG)
33	33	More Spaghetti, I Say! , Rita Golden Gelman (1.2, LG)	If You Take a Mouse to School , Laura Numeroff (2.4, LG)	If You Take a Mouse to the Movies , Laura Numeroff (2.1, LG)
34	35	Super Fly Guy , Tedd Arnold (1.7, LG)	Biscuit and the Baby , Alyssa Satin Capucilli (0.9, LG)	"Buzz," Said the Bee , Wendy Cheyette Lewison (1.4, LG)
35	31	I Was So Mad , Mercer Mayer (1.6, LG)	I Was So Mad , Mercer Mayer (1.6, LG)	Clifford Makes a Friend , Norman Bridwell (0.4, LG)
36	40	Fly High, Fly Guy! , Tedd Arnold (1.4, LG)	I Spy Fly Guy! , Tedd Arnold (1.5, LG)	There Was an Old Lady Who Swallowed Fly Guy , Tedd Arnold (1.6, LG)
37	50	"Buzz," Said the Bee , Wendy Cheyette Lewison (1.4, LG)	Just Me and My Dad , Mercer Mayer (1.4, LG)	Just Me and My Dad , Mercer Mayer (1.4, LG)
38	32	Just Me and My Dad , Mercer Mayer (1.4, LG)	"Buzz," Said the Bee , Wendy Cheyette Lewison (1.4, LG)	Just Me and My Puppy , Mercer Mayer (1.6, LG)
39	30	Clifford Makes a Friend , Norman Bridwell (0.4, LG)	Sleepy Dog , Harriet Ziefert (0.8, LG)	Hi, Fly Guy! , Tedd Arnold (1.5, LG)
40	×	Fly Guy Meets Fly Girl! , Tedd Arnold (1.4, LG)	Clifford Makes a Friend , Norman Bridwell (0.4, LG)	Clifford's Puppy Days , Norman Bridwell (1.9, LG)

* The average ATOS book level of the top 40 books read by first graders was 1.4 overall, 1.4 for boys, and 1.4 for girls. Interest levels: LG = lower grades (K–3), MG = middle grades (4–8), MG+ = middle grades plus (6 and up), and UG = upper grades (9–12). ATOS book level and interest level inform book selection.

× Title did not appear on list of 200 books most frequently read during 2009–10 school year.

Grade 2

In total, 1,078,712 second graders read 58,642,342 books and 86,345,502,040 words during the 2010–11 school year. The average number of words read was 75,857 for boys and 80,265 for girls. Approximately 14% of the books were *read to* students, 5% were *read with* students, and 81% were *read independently*.

		Overall	Boys	Girls
10–11	09–10 rank overall	Title, Author (ATOS Book Level, Interest Level)*		
1	1	Green Eggs and Ham , Dr. Seuss (1.5, LG)	Green Eggs and Ham , Dr. Seuss (1.5, LG)	Click, Clack, Moo: Cows That Type , Doreen Cronin (2.3, LG)
2	4	Click, Clack, Moo: Cows That Type , Doreen Cronin (2.3, LG)	Click, Clack, Moo: Cows That Type , Doreen Cronin (2.3, LG)	Green Eggs and Ham , Dr. Seuss (1.5, LG)
3	2	If You Give a Mouse a Cookie , Laura Numeroff (2.7, LG)	If You Give a Mouse a Cookie , Laura Numeroff (2.7, LG)	If You Give a Mouse a Cookie , Laura Numeroff (2.7, LG)
4	8	Officer Buckle and Gloria , Peggy Rathmann (3.4, LG)	Officer Buckle and Gloria , Peggy Rathmann (3.4, LG)	Officer Buckle and Gloria , Peggy Rathmann (3.4, LG)
5	3	The Very Hungry Caterpillar , Eric Carle (2.9, LG)	The Very Hungry Caterpillar , Eric Carle (2.9, LG)	The Very Hungry Caterpillar , Eric Carle (2.9, LG)
6	5	If You Give a Moose a Muffin , Laura Numeroff (2.4, LG)	The Cat in the Hat , Dr. Seuss (2.1, LG)	If You Give a Pig a Pancake , Laura Numeroff (2.5, LG)
7	6	If You Give a Pig a Pancake , Laura Numeroff (2.5, LG)	If You Give a Moose a Muffin , Laura Numeroff (2.4, LG)	If You Give a Moose a Muffin , Laura Numeroff (2.4, LG)
8	9	The Cat in the Hat , Dr. Seuss (2.1, LG)	If You Give a Pig a Pancake , Laura Numeroff (2.5, LG)	The Cat in the Hat , Dr. Seuss (2.1, LG)
9	10	The Foot Book , Dr. Seuss (0.6, LG)	The Foot Book , Dr. Seuss (0.6, LG)	If You Take a Mouse to School , Laura Numeroff (2.4, LG)
10	11	If You Take a Mouse to School , Laura Numeroff (2.4, LG)	Henry and Mudge and the Starry Night , Cynthia Rylant (2.2, LG)	If You Take a Mouse to the Movies , Laura Numeroff (2.1, LG)
11	12	Henry and Mudge and the Starry Night , Cynthia Rylant (2.2, LG)	The Gym Teacher from the Black Lagoon , Mike Thaler (2.2, LG)	The Foot Book , Dr. Seuss (0.6, LG)
12	15	If You Take a Mouse to the Movies , Laura Numeroff (2.1, LG)	Hop on Pop , Dr. Seuss (1.5, LG)	Henry and Mudge and the Starry Night , Cynthia Rylant (2.2, LG)
13	14	Hop on Pop , Dr. Seuss (1.5, LG)	If You Take a Mouse to School , Laura Numeroff (2.4, LG)	If You Give a Pig a Party , Laura Numeroff (2.2, LG)
14	13	Are You My Mother? , P.D. Eastman (1.6, LG)	Are You My Mother? , P.D. Eastman (1.6, LG)	Miss Nelson Is Missing! , Harry Allard (2.7, LG)
15	17	Diary of a Worm , Doreen Cronin (2.8, LG)	Diary of a Worm , Doreen Cronin (2.8, LG)	The Giving Tree , Shel Silverstein (2.6, LG)
16	16	Miss Nelson Is Missing! , Harry Allard (2.7, LG)	The Teacher from the Black Lagoon , Mike Thaler (2.4, LG)	Are You My Mother? , P.D. Eastman (1.6, LG)
17	19	The Teacher from the Black Lagoon , Mike Thaler (2.4, LG)	Where the Wild Things Are , Maurice Sendak (3.4, LG)	Hop on Pop , Dr. Seuss (1.5, LG)
18	7	Where the Wild Things Are , Maurice Sendak (3.4, LG)	If You Take a Mouse to the Movies , Laura Numeroff (2.1, LG)	Diary of a Worm , Doreen Cronin (2.8, LG)
19	20	The Gym Teacher from the Black Lagoon , Mike Thaler (2.2, LG)	I Can Read with My Eyes Shut! , Dr. Seuss (2.2, LG)	Corduroy , Don Freeman (3.5, LG)
20	21	The Giving Tree , Shel Silverstein (2.6, LG)	Henry and Mudge: The First Book of Their Adventures , Cynthia Rylant (2.7, LG)	Amelia Bedelia , Peggy Parish (2.5, LG)

Grade 2 (continued)				
		Overall	Boys	Girls
10–11	09–10 rank overall	Title, Author (ATOS Book Level, Interest Level)*		
21	36	If You Give a Pig a Party , Laura Numeroff (2.2, LG)	One Fish, Two Fish, Red Fish, Blue Fish , Dr. Seuss (1.7, LG)	One Fish, Two Fish, Red Fish, Blue Fish , Dr. Seuss (1.7, LG)
22	22	Corduroy , Don Freeman (3.5, LG)	The Principal from the Black Lagoon , Mike Thaler (2.4, LG)	I Can Read with My Eyes Shut! , Dr. Seuss (2.2, LG)
23	23	One Fish, Two Fish, Red Fish, Blue Fish , Dr. Seuss (1.7, LG)	Dinosaurs Before Dark , Mary Pope Osborne (2.6, LG)	Where the Wild Things Are , Maurice Sendak (3.4, LG)
24	25	Henry and Mudge: The First Book of Their Adventures , Cynthia Rylant (2.7, LG)	The Giving Tree , Shel Silverstein (2.6, LG)	The Day Jimmy's Boa Ate the Wash , Trinka Hakes Noble (2.2, LG)
25	24	I Can Read with My Eyes Shut! , Dr. Seuss (2.2, LG)	Danny and the Dinosaur , Syd Hoff (2.3, LG)	The Teacher from the Black Lagoon , Mike Thaler (2.4, LG)
26	18	The Day Jimmy's Boa Ate the Wash , Trinka Hakes Noble (2.2, LG)	Miss Nelson Is Missing! , Harry Allard (2.7, LG)	Henry and Mudge: The First Book of Their Adventures , Cynthia Rylant (2.7, LG)
27	26	The Principal from the Black Lagoon , Mike Thaler (2.4, LG)	Corduroy , Don Freeman (3.5, LG)	The Gym Teacher from the Black Lagoon , Mike Thaler (2.2, LG)
28	29	I Just Forgot , Mercer Mayer (2.0, LG)	Hi, Fly Guy! , Tedd Arnold (1.5, LG)	If You Give a Cat a Cupcake , Laura Numeroff (2.4, LG)
29	31	The True Story of the 3 Little Pigs , Jon Scieszka (3.0, LG)	The Day Jimmy's Boa Ate the Wash , Trinka Hakes Noble (2.2, LG)	The Snowy Day , Ezra Jack Keats (2.5, LG)
30	27	Danny and the Dinosaur , Syd Hoff (2.3, LG)	Super Fly Guy , Tedd Arnold (1.7, LG)	I Just Forgot , Mercer Mayer (2.0, LG)
31	30	Dinosaurs Before Dark , Mary Pope Osborne (2.6, LG)	If You Give a Pig a Party , Laura Numeroff (2.2, LG)	The True Story of the 3 Little Pigs , Jon Scieszka (3.0, LG)
32	28	Amelia Bedelia , Peggy Parish (2.5, LG)	The True Story of the 3 Little Pigs , Jon Scieszka (3.0, LG)	Giggle, Giggle, Quack , Doreen Cronin (2.3, LG)
33	33	The Snowy Day , Ezra Jack Keats (2.5, LG)	I Just Forgot , Mercer Mayer (2.0, LG)	The Principal from the Black Lagoon , Mike Thaler (2.4, LG)
34	65	David Goes to School , David Shannon (0.9, LG)	David Goes to School , David Shannon (0.9, LG)	Junie B. Jones and the Stupid Smelly Bus , Barbara Park (2.9, LG)
35	35	Giggle, Giggle, Quack , Doreen Cronin (2.3, LG)	There Was an Old Lady Who Swallowed Fly Guy , Tedd Arnold (1.6, LG)	The Tiny Seed , Eric Carle (2.7, LG)
36	40	There's a Wocket in My Pocket! , Dr. Seuss (2.1, LG)	There's a Wocket in My Pocket! , Dr. Seuss (2.1, LG)	David Goes to School , David Shannon (0.9, LG)
37	53	Hi, Fly Guy! , Tedd Arnold (1.5, LG)	Hooray for Fly Guy! , Tedd Arnold (1.6, LG)	Biscuit , Alyssa Satin Capucilli (1.4, LG)
38	32	Henry and Mudge and the Bedtime Thumps , Cynthia Rylant (2.6, LG)	Mr. Brown Can Moo! Can You? , Dr. Seuss (1.8, LG)	When I Get Bigger , Mercer Mayer (2.2, LG)
39	37	Mr. Brown Can Moo! Can You? , Dr. Seuss (1.8, LG)	Go, Dog. Go! , P.D. Eastman (1.2, LG)	Mr. Brown Can Moo! Can You? , Dr. Seuss (1.8, LG)
40	34	When I Get Bigger , Mercer Mayer (2.2, LG)	Giggle, Giggle, Quack , Doreen Cronin (2.3, LG)	Junie B. Jones and the Mushy Gushy Valentine , Barbara Park (2.9, LG)

* The average ATOS book level of the top 40 books read by second graders was 2.3 overall, 2.2 for boys, and 2.3 for girls. Interest levels: LG = lower grades (K–3), MG = middle grades (4–8), MG+ = middle grades plus (6 and up), and UG = upper grades (9–12). ATOS book level and interest level inform book selection.

Grade 3

In total, 1,154,088 third graders read 55,364,829 books and 205,292,635,704 words during the 2010–11 school year. The average number of words read was 168,525 for boys and 177,441 for girls.

		Overall	Boys	Girls
10–11	09–10 rank overall	Title, Author (ATOS Book Level, Interest Level)*		
1	X	Diary of a Wimpy Kid: The Ugly Truth , Jeff Kinney (5.5, MG)	Diary of a Wimpy Kid: The Ugly Truth , Jeff Kinney (5.5, MG)	Diary of a Wimpy Kid: The Ugly Truth , Jeff Kinney (5.5, MG)
2	2	Diary of a Wimpy Kid , Jeff Kinney (5.2, MG)	Diary of a Wimpy Kid: Dog Days , Jeff Kinney (5.2, MG)	Dogzilla , Dav Pilkey (4.2, LG)
3	1	Diary of a Wimpy Kid: Dog Days , Jeff Kinney (5.2, MG)	Diary of a Wimpy Kid , Jeff Kinney (5.2, MG)	Diary of a Wimpy Kid , Jeff Kinney (5.2, MG)
4	3	Diary of a Wimpy Kid: Rodrick Rules , Jeff Kinney (5.2, MG)	Diary of a Wimpy Kid: Rodrick Rules , Jeff Kinney (5.2, MG)	Diary of a Wimpy Kid: Rodrick Rules , Jeff Kinney (5.2, MG)
5	4	Diary of a Wimpy Kid: The Last Straw , Jeff Kinney (5.4, MG)	Diary of a Wimpy Kid: The Last Straw , Jeff Kinney (5.4, MG)	Boom Town , Sonia Levitin (3.7, LG)
6	8	Dogzilla , Dav Pilkey (4.2, LG)	Dogzilla , Dav Pilkey (4.2, LG)	Diary of a Wimpy Kid: Dog Days , Jeff Kinney (5.2, MG)
7	16	Boom Town , Sonia Levitin (3.7, LG)	Boom Town , Sonia Levitin (3.7, LG)	Diary of a Wimpy Kid: The Last Straw , Jeff Kinney (5.4, MG)
8	7	Alexander, Who Used to Be Rich Last Sunday , Judith Viorst (3.4, LG)	The True Story of the 3 Little Pigs , Jon Scieszka (3.0, LG)	Alexander, Who Used to Be Rich Last Sunday , Judith Viorst (3.4, LG)
9	12	The True Story of the 3 Little Pigs , Jon Scieszka (3.0, LG)	Alexander, Who Used to Be Rich Last Sunday , Judith Viorst (3.4, LG)	Charlotte's Web , E.B. White (4.4, MG)
10	11	Charlotte's Web , E.B. White (4.4, MG)	Where the Wild Things Are , Maurice Sendak (3.4, LG)	The True Story of the 3 Little Pigs , Jon Scieszka (3.0, LG)
11	5	Where the Wild Things Are , Maurice Sendak (3.4, LG)	The Adventures of Ook and Gluk, Kung-Fu Cavemen from the Future , Dav Pilkey (2.5, LG)	If You Give a Mouse a Cookie , Laura Numeroff (2.7, LG)
12	13	If You Give a Mouse a Cookie , Laura Numeroff (2.7, LG)	Captain Underpants and the Attack of the Talking Toilets , Dav Pilkey (4.7, MG)	Officer Buckle and Gloria , Peggy Rathmann (3.4, LG)
13	9	Officer Buckle and Gloria , Peggy Rathmann (3.4, LG)	Green Eggs and Ham , Dr. Seuss (1.5, LG)	First Day Jitters , Julie Danneberg (2.4, LG)
14	14	Green Eggs and Ham , Dr. Seuss (1.5, LG)	If You Give a Mouse a Cookie , Laura Numeroff (2.7, LG)	Miss Nelson Is Missing! , Harry Allard (2.7, LG)
15	43	Penguin Chick , Betty Tatham (3.4, LG)	Penguin Chick , Betty Tatham (3.4, LG)	Penguin Chick , Betty Tatham (3.4, LG)
16	10	Lon Po Po: A Red-Riding Hood Story from China , Ed Young (3.5, LG)	The Adventures of Captain Underpants , Dav Pilkey (4.3, MG)	Where the Wild Things Are , Maurice Sendak (3.4, LG)
17	80	First Day Jitters , Julie Danneberg (2.4, LG)	Charlotte's Web , E.B. White (4.4, MG)	Lon Po Po: A Red-Riding Hood Story from China , Ed Young (3.5, LG)
18	15	Miss Nelson Is Missing! , Harry Allard (2.7, LG)	Officer Buckle and Gloria , Peggy Rathmann (3.4, LG)	Green Eggs and Ham , Dr. Seuss (1.5, LG)
19	17	Alexander and the Terrible, Horrible, No Good, Very Bad Day , Judith Viorst (3.7, LG)	Lon Po Po: A Red-Riding Hood Story from China , Ed Young (3.5, LG)	If You Give a Pig a Pancake , Laura Numeroff (2.5, LG)
20	18	The Giving Tree , Shel Silverstein (2.6, LG)	Captain Underpants and the Invasion of the Incredibly Naughty Cafeteria Ladies from Outer Space , Dav Pilkey (4.4, MG)	The Giving Tree , Shel Silverstein (2.6, LG)

Grade 3 (continued)				
		Overall	Boys	Girls
10–11	09–10 rank overall	Title, Author (ATOS Book Level, Interest Level)*		
21	20	If You Give a Moose a Muffin , Laura Numeroff (2.4, LG)	First Day Jitters , Julie Danneberg (2.4, LG)	Alexander and the Terrible, Horrible, No Good, Very Bad Day , Judith Viorst (3.7, LG)
22	27	Two Bad Ants , Chris Van Allsburg (4.7, LG)	Captain Underpants and the Perilous Plot of Professor Poopypants , Dav Pilkey (4.7, MG)	If You Give a Moose a Muffin , Laura Numeroff (2.4, LG)
23	24	If You Give a Pig a Pancake , Laura Numeroff (2.5, LG)	The Gym Teacher from the Black Lagoon , Mike Thaler (2.2, LG)	Wolf! , Becky Bloom (3.5, LG)
24	25	Diary of a Worm , Doreen Cronin (2.8, LG)	The Teacher from the Black Lagoon , Mike Thaler (2.4, LG)	Junie B. Jones and Her Big Fat Mouth , Barbara Park (3.0, LG)
25	22	Stone Fox , John Reynolds Gardiner (4.0, MG)	Dinosaurs Before Dark , Mary Pope Osborne (2.6, LG)	The Very Hungry Caterpillar , Eric Carle (2.9, LG)
26	19	The Teacher from the Black Lagoon , Mike Thaler (2.4, LG)	Two Bad Ants , Chris Van Allsburg (4.7, LG)	A Bad Case of Stripes , David Shannon (3.8, LG)
27	176	Wolf! , Becky Bloom (3.5, LG)	Captain Underpants and the Wrath of the Wicked Wedgie Woman , Dav Pilkey (4.4, MG)	Because of Winn-Dixie , Kate DiCamillo (3.9, MG)
28	6	Cloudy with a Chance of Meatballs , Judi Barrett (4.3, LG)	Diary of a Worm , Doreen Cronin (2.8, LG)	Corduroy , Don Freeman (3.5, LG)
29	21	The Very Hungry Caterpillar , Eric Carle (2.9, LG)	Wolf! , Becky Bloom (3.5, LG)	Diary of a Worm , Doreen Cronin (2.8, LG)
30	26	The Cat in the Hat , Dr. Seuss (2.1, LG)	The Cat in the Hat , Dr. Seuss (2.1, LG)	Two Bad Ants , Chris Van Allsburg (4.7, LG)
31	23	The Gym Teacher from the Black Lagoon , Mike Thaler (2.2, LG)	If You Give a Moose a Muffin , Laura Numeroff (2.4, LG)	Junie B. Jones Is Not a Crook , Barbara Park (3.0, LG)
32	36	Tops & Bottoms , Janet Stevens (3.2, LG)	Miss Nelson Is Missing! , Harry Allard (2.7, LG)	Cloudy with a Chance of Meatballs , Judi Barrett (4.3, LG)
33	28	The Librarian from the Black Lagoon , Mike Thaler (3.2, LG)	Alexander and the Terrible, Horrible, No Good, Very Bad Day , Judith Viorst (3.7, LG)	Tops & Bottoms , Janet Stevens (3.2, LG)
34	31	Because of Winn-Dixie , Kate DiCamillo (3.9, MG)	The Librarian from the Black Lagoon , Mike Thaler (3.2, LG)	Amelia Bedelia , Peggy Parish (2.5, LG)
35	32	Corduroy , Don Freeman (3.5, LG)	Cloudy with a Chance of Meatballs , Judi Barrett (4.3, LG)	The Teacher from the Black Lagoon , Mike Thaler (2.4, LG)
36	30	Dinosaurs Before Dark , Mary Pope Osborne (2.6, LG)	If You Give a Pig a Pancake , Laura Numeroff (2.5, LG)	Freckle Juice , Judy Blume (3.1, MG)
37	35	Captain Underpants and the Attack of the Talking Toilets , Dav Pilkey (4.7, MG)	Stone Fox , John Reynolds Gardiner (4.0, MG)	Stone Fox , John Reynolds Gardiner (4.0, MG)
38	37	The Adventures of Captain Underpants , Dav Pilkey (4.3, MG)	The Giving Tree , Shel Silverstein (2.6, LG)	The Cat in the Hat , Dr. Seuss (2.1, LG)
39	X	The Adventures of Ook and Gluk, Kung-Fu Cavemen from the Future , Dav Pilkey (2.5, LG)	The Very Hungry Caterpillar , Eric Carle (2.9, LG)	Amazing Grace , Mary Hoffman (3.5, LG)
40	34	Freckle Juice , Judy Blume (3.1, MG)	Tonight on the Titanic , Mary Pope Osborne (3.1, LG)	The Librarian from the Black Lagoon , Mike Thaler (3.2, LG)

* The average ATOS book level of the top 40 books read by third graders was 3.7 overall, 3.8 for boys, and 3.6 for girls. Interest levels: LG = lower grades (K–3), MG = middle grades (4–8), MG+ = middle grades plus (6 and up), and UG = upper grades (9–12). ATOS book level and interest level inform book selection.

X Title did not appear on list of 200 books most frequently read during 2009–10 school year.

Grade 4

In total, 1,168,275 fourth graders read 40,489,220 books and 337,381,464,150 words during the 2010–11 school year. The average number of words read was 274,027 for boys and 290,417 for girls.

		Overall	Boys	Girls
10–11	09–10 rank overall	Title, Author (ATOS Book Level, Interest Level)*		
1	X	Diary of a Wimpy Kid: The Ugly Truth , Jeff Kinney (5.5, MG)	Diary of a Wimpy Kid: The Ugly Truth , Jeff Kinney (5.5, MG)	Diary of a Wimpy Kid: The Ugly Truth , Jeff Kinney (5.5, MG)
2	1	Diary of a Wimpy Kid: Dog Days , Jeff Kinney (5.2, MG)	Diary of a Wimpy Kid: Dog Days , Jeff Kinney (5.2, MG)	Diary of a Wimpy Kid: Dog Days , Jeff Kinney (5.2, MG)
3	4	Diary of a Wimpy Kid: Rodrick Rules , Jeff Kinney (5.2, MG)	Diary of a Wimpy Kid , Jeff Kinney (5.2, MG)	Diary of a Wimpy Kid: Rodrick Rules , Jeff Kinney (5.2, MG)
4	2	Diary of a Wimpy Kid , Jeff Kinney (5.2, MG)	Diary of a Wimpy Kid: Rodrick Rules , Jeff Kinney (5.2, MG)	Diary of a Wimpy Kid , Jeff Kinney (5.2, MG)
5	3	Diary of a Wimpy Kid: The Last Straw , Jeff Kinney (5.4, MG)	Diary of a Wimpy Kid: The Last Straw , Jeff Kinney (5.4, MG)	Diary of a Wimpy Kid: The Last Straw , Jeff Kinney (5.4, MG)
6	5	Tales of a Fourth Grade Nothing , Judy Blume (3.3, MG)	Tales of a Fourth Grade Nothing , Judy Blume (3.3, MG)	Tales of a Fourth Grade Nothing , Judy Blume (3.3, MG)
7	6	Because of Winn-Dixie , Kate DiCamillo (3.9, MG)	Captain Underpants and the Attack of the Talking Toilets , Dav Pilkey (4.7, MG)	Because of Winn-Dixie , Kate DiCamillo (3.9, MG)
8	7	Sarah, Plain and Tall , Patricia MacLachlan (3.4, MG)	Because of Winn-Dixie , Kate DiCamillo (3.9, MG)	Dork Diaries: Tales from a Not-So-Fabulous Life , Rachel Renée Russell (5.4, MG)
9	9	Stone Fox , John Reynolds Gardiner (4.0, MG)	The Adventures of Captain Underpants , Dav Pilkey (4.3, MG)	Sarah, Plain and Tall , Patricia MacLachlan (3.4, MG)
10	10	The Stranger , Chris Van Allsburg (3.7, LG)	Captain Underpants and the Invasion of the Incredibly Naughty Cafeteria Ladies from Outer Space , Dav Pilkey (4.4, MG)	The Stranger , Chris Van Allsburg (3.7, LG)
11	12	Captain Underpants and the Attack of the Talking Toilets , Dav Pilkey (4.7, MG)	Captain Underpants and the Perilous Plot of Professor Poopypants , Dav Pilkey (4.7, MG)	Stone Fox , John Reynolds Gardiner (4.0, MG)
12	11	The Best Christmas Pageant Ever , Barbara Robinson (5.1, MG)	Captain Underpants and the Wrath of the Wicked Wedgie Woman , Dav Pilkey (4.4, MG)	The Best Christmas Pageant Ever , Barbara Robinson (5.1, MG)
13	14	The Adventures of Captain Underpants , Dav Pilkey (4.3, MG)	The Stranger , Chris Van Allsburg (3.7, LG)	Grandfather's Journey , Allen Say (3.6, LG)
14	18	Grandfather's Journey , Allen Say (3.6, LG)	Stone Fox , John Reynolds Gardiner (4.0, MG)	Beezus and Ramona , Beverly Cleary (4.8, MG)
15	17	Captain Underpants and the Invasion of the Incredibly Naughty Cafeteria Ladies from Outer Space , Dav Pilkey (4.4, MG)	The Adventures of Ook and Gluk, Kung-Fu Cavemen from the Future , Dav Pilkey (2.5, LG)	Frindle , Andrew Clements (5.4, MG)
16	13	Frindle , Andrew Clements (5.4, MG)	The Lightning Thief , Rick Riordan (4.7, MG)	My Brother Martin: A Sister Remembers Growing Up with the Rev. Dr. Martin Luther King Jr. , Christine King Farris (5.0, LG)
17	19	Captain Underpants and the Perilous Plot of Professor Poopypants , Dav Pilkey (4.7, MG)	Captain Underpants and the Big, Bad Battle of the Bionic Booger Boy, Part I: The Night of the Nasty Nostril Nuggets , Dav Pilkey (5.2, MG)	The True Story of the 3 Little Pigs , Jon Scieszka (3.0, LG)
18	8	The Lightning Thief , Rick Riordan (4.7, MG)	Sarah, Plain and Tall , Patricia MacLachlan (3.4, MG)	Shiloh , Phyllis Reynolds Naylor (4.4, MG)
19	21	Captain Underpants and the Wrath of the Wicked Wedgie Woman , Dav Pilkey (4.4, MG)	Grandfather's Journey , Allen Say (3.6, LG)	Charlotte's Web , E.B. White (4.4, MG)
20	22	Shiloh , Phyllis Reynolds Naylor (4.4, MG)	Captain Underpants and the Preposterous Plight of the Purple Potty People , Dav Pilkey (4.7, MG)	Island of the Blue Dolphins , Scott O'Dell (5.4, MG)

Grade 4 (continued)				
		Overall	Boys	Girls
10–11	09–10 rank overall	Title, Author (ATOS Book Level, Interest Level)*		
21	24	The True Story of the 3 Little Pigs , Jon Scieszka (3.0, LG)	Captain Underpants and the Big, Bad Battle of the Bionic Booger Boy, Part 2: ... , Dav Pilkey (4.9, MG)	Heat Wave! , Helen Ketteman (4.2, LG)
22	68	My Brother Martin: A Sister Remembers Growing Up with the Rev. Dr. Martin Luther King Jr. , Christine King Farris (5.0, LG)	The Best Christmas Pageant Ever , Barbara Robinson (5.1, MG)	A Bad Case of Stripes , David Shannon (3.8, LG)
23	31	Island of the Blue Dolphins , Scott O'Dell (5.4, MG)	The Sea of Monsters , Rick Riordan (4.6, MG)	Dear Mrs. LaRue: Letters from Obedience School , Mark Teague (3.6, LG)
24	25	Captain Underpants and the Big, Bad Battle of the Bionic Booger Boy, Part 1: ... , Dav Pilkey (5.2, MG)	Frindle , Andrew Clements (5.4, MG)	Tales from a Not-So-Popular Party Girl , Rachel Renée Russell (5.1, MG)
25	X	Dork Diaries: Tales from a Not-So-Fabulous Life , Rachel Renée Russell (5.4, MG)	The True Story of the 3 Little Pigs , Jon Scieszka (3.0, LG)	Charlie and the Chocolate Factory , Roald Dahl (4.8, MG)
26	23	Charlotte's Web , E.B. White (4.4, MG)	Big Nate: In a Class by Himself , Lincoln Peirce (3.1, MG)	Akiak: A Tale from the Iditarod , Robert J. Blake (3.3, LG)
27	X	The Adventures of Ook and Gluk, Kung-Fu Cavemen from the Future , Dav Pilkey (2.5, LG)	Shiloh , Phyllis Reynolds Naylor (4.4, MG)	The BFG , Roald Dahl (4.8, MG)
28	48	The BFG , Roald Dahl (4.8, MG)	My Brother Martin: A Sister Remembers Growing Up with the Rev. Dr. Martin Luther King Jr. , Christine King Farris (5.0, LG)	Captain Underpants and the Attack of the Talking Toilets , Dav Pilkey (4.7, MG)
29	27	Green Eggs and Ham , Dr. Seuss (1.5, LG)	The Titan's Curse , Rick Riordan (4.2, MG)	Junie B. Jones and Her Big Fat Mouth , Barbara Park (3.0, LG)
30	33	Heat Wave! , Helen Ketteman (4.2, LG)	Heat Wave! , Helen Ketteman (4.2, LG)	The Adventures of Captain Underpants , Dav Pilkey (4.3, MG)
31	81	Dear Mrs. LaRue: Letters from Obedience School , Mark Teague (3.6, LG)	Harry Potter and the Sorcerer's Stone , J.K. Rowling (5.5, MG)	Green Eggs and Ham , Dr. Seuss (1.5, LG)
32	41	Harry Potter and the Sorcerer's Stone , J.K. Rowling (5.5, MG)	Holes , Louis Sachar (4.6, MG)	The Bad Beginning , Lemony Snicket (6.4, MG)
33	39	Akiak: A Tale from the Iditarod , Robert J. Blake (3.3, LG)	Where the Wild Things Are , Maurice Sendak (3.4, LG)	The Giving Tree , Shel Silverstein (2.6, LG)
34	20	The Sea of Monsters , Rick Riordan (4.6, MG)	Akiak: A Tale from the Iditarod , Robert J. Blake (3.3, LG)	James and the Giant Peach , Roald Dahl (4.8, MG)
35	15	Where the Wild Things Are , Maurice Sendak (3.4, LG)	Island of the Blue Dolphins , Scott O'Dell (5.4, MG)	Where the Wild Things Are , Maurice Sendak (3.4, LG)
36	29	Charlie and the Chocolate Factory , Roald Dahl (4.8, MG)	Green Eggs and Ham , Dr. Seuss (1.5, LG)	Superfudge , Judy Blume (3.4, MG)
37	30	Holes , Louis Sachar (4.6, MG)	The Last Olympian , Rick Riordan (4.3, MG)	Lunch Walks Among Us , Jim Benton (5.0, LG)
38	34	The Great Kapok Tree , Lynne Cherry (3.8, LG)	Dear Mrs. LaRue: Letters from Obedience School , Mark Teague (3.6, LG)	Sideways Stories from Wayside School , Louis Sachar (3.3, MG)
39	35	James and the Giant Peach , Roald Dahl (4.8, MG)	The Battle of the Labyrinth , Rick Riordan (4.1, MG)	Captain Underpants and the Invasion of the Incredibly Naughty Cafeteria Ladies from Outer Space , Dav Pilkey (4.4, MG)
40	36	Captain Underpants and the Preposterous Plight of the Purple Potty People , Dav Pilkey (4.7, MG)	Ricky Ricotta's Giant (Mighty) Robot vs. the Mutant Mosquitoes from Mercury , Dav Pilkey (3.5, LG)	The Polar Express , Chris Van Allsburg (3.8, LG)

* The average ATOS book level of the top 40 books read by fourth graders was 4.6 overall, 4.6 for boys, and 4.5 for girls. Interest levels: LG = lower grades (K–3), MG = middle grades (4–8), MG+ = middle grades plus (6 and up), and UG = upper grades (9–12). ATOS book level and interest level inform book selection.

X Title did not appear on list of 200 books most frequently read during 2009–10 school year.

Grade 5

In total, 1,124,132 fifth graders read 29,135,023 books and 425,003,957,636 words during the 2010–11 school year. The average number of words read was 350,658 for boys and 386,404 for girls.

		Overall	Boys	Girls
10–11	09–10 rank overall	Title, Author (ATOS Book Level, Interest Level)*		
1	X	Diary of a Wimpy Kid: The Ugly Truth , Jeff Kinney (5.5, MG)	Diary of a Wimpy Kid: The Ugly Truth , Jeff Kinney (5.5, MG)	Diary of a Wimpy Kid: The Ugly Truth , Jeff Kinney (5.5, MG)
2	1	Diary of a Wimpy Kid: Dog Days , Jeff Kinney (5.2, MG)	Diary of a Wimpy Kid: Dog Days , Jeff Kinney (5.2, MG)	Diary of a Wimpy Kid: Dog Days , Jeff Kinney (5.2, MG)
3	2	Diary of a Wimpy Kid: The Last Straw , Jeff Kinney (5.4, MG)	Diary of a Wimpy Kid: The Last Straw , Jeff Kinney (5.4, MG)	Diary of a Wimpy Kid: Rodrick Rules , Jeff Kinney (5.2, MG)
4	4	Diary of a Wimpy Kid: Rodrick Rules , Jeff Kinney (5.2, MG)	Diary of a Wimpy Kid , Jeff Kinney (5.2, MG)	Diary of a Wimpy Kid: The Last Straw , Jeff Kinney (5.4, MG)
5	3	Diary of a Wimpy Kid , Jeff Kinney (5.2, MG)	Diary of a Wimpy Kid: Rodrick Rules , Jeff Kinney (5.2, MG)	Diary of a Wimpy Kid , Jeff Kinney (5.2, MG)
6	6	Number the Stars , Lois Lowry (4.5, MG)	Hatchet , Gary Paulsen (5.7, MG)	Dork Diaries: Tales from a Not-So-Fabulous Life , Rachel Renée Russell (5.4, MG)
7	7	Hatchet , Gary Paulsen (5.7, MG)	The Lightning Thief , Rick Riordan (4.7, MG)	Number the Stars , Lois Lowry (4.5, MG)
8	8	Frindle , Andrew Clements (5.4, MG)	Number the Stars , Lois Lowry (4.5, MG)	Frindle , Andrew Clements (5.4, MG)
9	5	The Lightning Thief , Rick Riordan (4.7, MG)	The Sea of Monsters , Rick Riordan (4.6, MG)	Hatchet , Gary Paulsen (5.7, MG)
10	10	The Sign of the Beaver , Elizabeth George Speare (4.9, MG)	Frindle , Andrew Clements (5.4, MG)	The Sign of the Beaver , Elizabeth George Speare (4.9, MG)
11	9	The Sea of Monsters , Rick Riordan (4.6, MG)	The Sign of the Beaver , Elizabeth George Speare (4.9, MG)	Tales from a Not-So-Popular Party Girl , Rachel Renée Russell (5.1, MG)
12	126	Dork Diaries: Tales from a Not-So-Fabulous Life , Rachel Renée Russell (5.4, MG)	The Last Olympian , Rick Riordan (4.3, MG)	The Bad Beginning , Lemony Snicket (6.4, MG)
13	12	The Bad Beginning , Lemony Snicket (6.4, MG)	The Titan's Curse , Rick Riordan (4.2, MG)	Island of the Blue Dolphins , Scott O'Dell (5.4, MG)
14	14	Holes , Louis Sachar (4.6, MG)	The Battle of the Labyrinth , Rick Riordan (4.1, MG)	The Lightning Thief , Rick Riordan (4.7, MG)
15	16	Island of the Blue Dolphins , Scott O'Dell (5.4, MG)	Holes , Louis Sachar (4.6, MG)	Bridge to Terabithia , Katherine Paterson (4.6, MG)
16	11	The Titan's Curse , Rick Riordan (4.2, MG)	Captain Underpants and the Attack of the Talking Toilets , Dav Pilkey (4.7, MG)	Holes , Louis Sachar (4.6, MG)
17	15	Bridge to Terabithia , Katherine Paterson (4.6, MG)	The Lost Hero , Rick Riordan (4.5, MG)	The Reptile Room , Lemony Snicket (6.3, MG)
18	17	The Last Olympian , Rick Riordan (4.3, MG)	Captain Underpants and the Perilous Plot of Professor Poopypants , Dav Pilkey (4.7, MG)	Beezus and Ramona , Beverly Cleary (4.8, MG)
19	13	The Battle of the Labyrinth , Rick Riordan (4.1, MG)	The Adventures of Captain Underpants , Dav Pilkey (4.3, MG)	Because of Winn-Dixie , Kate DiCamillo (3.9, MG)
20	22	Harry Potter and the Sorcerer's Stone , J.K. Rowling (5.5, MG)	Captain Underpants and the Invasion of the Incredibly Naughty Cafeteria Ladies from Outer Space , Dav Pilkey (4.4, MG)	Tuck Everlasting , Natalie Babbitt (5.0, MG)

Grade 5 (continued)				
		Overall	Boys	Girls
10–11	09–10 rank overall	Title, Author (ATOS Book Level, Interest Level)*		
21	X	The Lost Hero , Rick Riordan (4.5, MG)	Harry Potter and the Sorcerer's Stone , J.K. Rowling (5.5, MG)	The Sea of Monsters , Rick Riordan (4.6, MG)
22	23	Tuck Everlasting , Natalie Babbitt (5.0, MG)	The Bad Beginning , Lemony Snicket (6.4, MG)	The Wide Window , Lemony Snicket (6.3, MG)
23	19	The Reptile Room , Lemony Snicket (6.3, MG)	Island of the Blue Dolphins , Scott O'Dell (5.4, MG)	Dear Mr. Henshaw , Beverly Cleary (4.9, MG)
24	24	Captain Underpants and the Attack of the Talking Toilets , Dav Pilkey (4.7, MG)	Captain Underpants and the Wrath of the Wicked Wedgie Woman , Dav Pilkey (4.4, MG)	Harry Potter and the Sorcerer's Stone , J.K. Rowling (5.5, MG)
25	21	Where the Red Fern Grows , Wilson Rawls (4.9, MG)	Captain Underpants and the Big, Bad Battle of the Bionic Booger Boy, Part I: ... , Dav Pilkey (5.2, MG)	Shiloh , Phyllis Reynolds Naylor (4.4, MG)
26	28	Harry Potter and the Chamber of Secrets , J.K. Rowling (6.7, MG)	Harry Potter and the Chamber of Secrets , J.K. Rowling (6.7, MG)	Where the Red Fern Grows , Wilson Rawls (4.9, MG)
27	18	Maniac Magee , Jerry Spinelli (4.7, MG)	Bridge to Terabithia , Katherine Paterson (4.6, MG)	Maniac Magee , Jerry Spinelli (4.7, MG)
28	29	Shiloh , Phyllis Reynolds Naylor (4.4, MG)	The Adventures of Ook and Gluk, Kung-Fu Cavemen from the Future , Dav Pilkey (2.5, LG)	The Best Christmas Pageant Ever , Barbara Robinson (5.1, MG)
29	25	Because of Winn-Dixie , Kate DiCamillo (3.9, MG)	The Red Pyramid , Rick Riordan (4.5, MG)	Bud, Not Buddy , Christopher Paul Curtis (5.0, MG)
30	27	Dear Mr. Henshaw , Beverly Cleary (4.9, MG)	Where the Red Fern Grows , Wilson Rawls (4.9, MG)	Harry Potter and the Chamber of Secrets , J.K. Rowling (6.7, MG)
31	31	The Adventures of Captain Underpants , Dav Pilkey (4.3, MG)	Maniac Magee , Jerry Spinelli (4.7, MG)	The BFG , Roald Dahl (4.8, MG)
32	34	Captain Underpants and the Perilous Plot of Professor Poopypants , Dav Pilkey (4.7, MG)	Big Nate: In a Class by Himself , Lincoln Peirce (3.1, MG)	The Titan's Curse , Rick Riordan (4.2, MG)
33	33	Captain Underpants and the Invasion of the Incredibly Naughty Cafeteria Ladies from Outer Space , Dav Pilkey (4.4, MG)	Harry Potter and the Prisoner of Azkaban , J.K. Rowling (6.7, MG)	The Miserable Mill , Lemony Snicket (6.2, MG)
34	35	Bud, Not Buddy , Christopher Paul Curtis (5.0, MG)	Shiloh , Phyllis Reynolds Naylor (4.4, MG)	The Invention of Hugo Cabret: A Novel in Words and Pictures , Brian Selznick (5.1, MG)
35	26	The Wide Window , Lemony Snicket (6.3, MG)	Captain Underpants and the Big, Bad Battle of the Bionic Booger Boy, Part 2: ... , Dav Pilkey (4.9, MG)	The Lion, the Witch and the Wardrobe (Unabridged) , C.S. Lewis (5.7, MG)
36	39	Harry Potter and the Prisoner of Azkaban , J.K. Rowling (6.7, MG)	Captain Underpants and the Preposterous Plight of the Purple Potty People , Dav Pilkey (4.7, MG)	Lunch Walks Among Us , Jim Benton (5.0, LG)
37	20	The Best Christmas Pageant Ever , Barbara Robinson (5.1, MG)	Tuck Everlasting , Natalie Babbitt (5.0, MG)	Let's Pretend This Never Happened by Jamie Kelly , Jim Benton (6.1, MG)
38	X	Tales from a Not-So-Popular Party Girl , Rachel Renée Russell (5.1, MG)	The Reptile Room , Lemony Snicket (6.3, MG)	11 Birthdays , Wendy Mass (4.1, MG)
39	X	The Red Pyramid , Rick Riordan (4.5, MG)	Bud, Not Buddy , Christopher Paul Curtis (5.0, MG)	The Austere Academy , Lemony Snicket (6.7, MG)
40	41	The Lion, the Witch and the Wardrobe (Unabridged) , C.S. Lewis (5.7, MG)	Harry Potter and the Goblet of Fire , J.K. Rowling (6.8, MG)	The Last Olympian , Rick Riordan (4.3, MG)

* The average ATOS book level of the top 40 books read by fifth graders was 5.1 overall, 5.0 for boys, and 5.2 for girls. Interest levels: LG = lower grades (K–3), MG = middle grades (4–8), MG+ = middle grades plus (6 and up), and UG = upper grades (9–12). ATOS book level and interest level book selection.

X Title did not appear on list of 200 books most frequently read during 2009–10 school year.

Grade 6

In total, 794,911 sixth graders read 13,028,903 books and 337,182,168,336 words during the 2010–11 school year. The average number of words read was 379,214 for boys and 442,732 for girls.

		Overall	Boys	Girls
10–11	09–10 rank overall	Title, Author (ATOS Book Level, Interest Level)*		
1	X	Diary of a Wimpy Kid: The Ugly Truth , Jeff Kinney (5.5, MG)	Diary of a Wimpy Kid: The Ugly Truth , Jeff Kinney (5.5, MG)	Diary of a Wimpy Kid: The Ugly Truth , Jeff Kinney (5.5, MG)
2	1	Diary of a Wimpy Kid: Dog Days , Jeff Kinney (5.2, MG)	Diary of a Wimpy Kid: Dog Days , Jeff Kinney (5.2, MG)	Diary of a Wimpy Kid: Dog Days , Jeff Kinney (5.2, MG)
3	3	Diary of a Wimpy Kid , Jeff Kinney (5.2, MG)	Diary of a Wimpy Kid , Jeff Kinney (5.2, MG)	Diary of a Wimpy Kid , Jeff Kinney (5.2, MG)
4	2	Diary of a Wimpy Kid: The Last Straw , Jeff Kinney (5.4, MG)	Diary of a Wimpy Kid: The Last Straw , Jeff Kinney (5.4, MG)	Diary of a Wimpy Kid: Rodrick Rules , Jeff Kinney (5.2, MG)
5	4	Diary of a Wimpy Kid: Rodrick Rules , Jeff Kinney (5.2, MG)	Diary of a Wimpy Kid: Rodrick Rules , Jeff Kinney (5.2, MG)	Number the Stars , Lois Lowry (4.5, MG)
6	6	Hatchet , Gary Paulsen (5.7, MG)	Hatchet , Gary Paulsen (5.7, MG)	Diary of a Wimpy Kid: The Last Straw , Jeff Kinney (5.4, MG)
7	7	Number the Stars , Lois Lowry (4.5, MG)	The Lightning Thief , Rick Riordan (4.7, MG)	Hatchet , Gary Paulsen (5.7, MG)
8	5	The Lightning Thief , Rick Riordan (4.7, MG)	Number the Stars , Lois Lowry (4.5, MG)	Dork Diaries: Tales from a Not-So-Fabulous Life , Rachel Renée Russell (5.4, MG)
9	9	Tuck Everlasting , Natalie Babbitt (5.0, MG)	The Sea of Monsters , Rick Riordan (4.6, MG)	Tuck Everlasting , Natalie Babbitt (5.0, MG)
10	8	The Sea of Monsters , Rick Riordan (4.6, MG)	The Last Olympian , Rick Riordan (4.3, MG)	The Lightning Thief , Rick Riordan (4.7, MG)
11	54	The Hunger Games , Suzanne Collins (5.3, MG+)	The Titan's Curse , Rick Riordan (4.2, MG)	The Bad Beginning , Lemony Snicket (6.4, MG)
12	13	The Last Olympian , Rick Riordan (4.3, MG)	The Lost Hero , Rick Riordan (4.5, MG)	Where the Red Fern Grows , Wilson Rawls (4.9, MG)
13	10	The Titan's Curse , Rick Riordan (4.2, MG)	The Battle of the Labyrinth , Rick Riordan (4.1, MG)	The Hunger Games , Suzanne Collins (5.3, MG+)
14	15	Where the Red Fern Grows , Wilson Rawls (4.9, MG)	Tuck Everlasting , Natalie Babbitt (5.0, MG)	The Cay , Theodore Taylor (5.3, MG)
15	11	The Battle of the Labyrinth , Rick Riordan (4.1, MG)	The Hunger Games , Suzanne Collins (5.3, MG+)	The Watsons Go to Birmingham-1963 , Christopher Paul Curtis (5.0, MG)
16	X	The Lost Hero , Rick Riordan (4.5, MG)	Holes , Louis Sachar (4.6, MG)	Holes , Louis Sachar (4.6, MG)
17	16	The Cay , Theodore Taylor (5.3, MG)	Where the Red Fern Grows , Wilson Rawls (4.9, MG)	Tales from a Not-So-Popular Party Girl , Rachel Renée Russell (5.1, MG)
18	18	Holes , Louis Sachar (4.6, MG)	The Cay , Theodore Taylor (5.3, MG)	The Sea of Monsters , Rick Riordan (4.6, MG)
19	19	The Bad Beginning , Lemony Snicket (6.4, MG)	The Red Pyramid , Rick Riordan (4.5, MG)	Maniac Magee , Jerry Spinelli (4.7, MG)
20	17	Maniac Magee , Jerry Spinelli (4.7, MG)	Maniac Magee , Jerry Spinelli (4.7, MG)	Twilight , Stephenie Meyer (4.9, UG)

Grade 6 (continued)				
		Overall	Boys	Girls
10–11	09–10 rank overall	Title, Author (ATOS Book Level, Interest Level)*		
21	21	The Watsons Go to Birmingham-1963 , Christopher Paul Curtis (5.0, MG)	The Watsons Go to Birmingham-1963 , Christopher Paul Curtis (5.0, MG)	The Reptile Room , Lemony Snicket (6.3, MG)
22	X	The Red Pyramid , Rick Riordan (4.5, MG)	The Bad Beginning , Lemony Snicket (6.4, MG)	The Giver , Lois Lowry (5.7, MG)
23	170	Dork Diaries: Tales from a Not-So-Fabulous Life , Rachel Renée Russell (5.4, MG)	Freak the Mighty/The Mighty , Rodman Philbrick (5.5, UG)	Freak the Mighty/The Mighty , Rodman Philbrick (5.5, UG)
24	24	The Giver , Lois Lowry (5.7, MG)	Catching Fire , Suzanne Collins (5.3, MG+)	Bridge to Terabithia , Katherine Paterson (4.6, MG)
25	114	Catching Fire , Suzanne Collins (5.3, MG+)	Harry Potter and the Sorcerer's Stone , J.K. Rowling (5.5, MG)	The Titan's Curse , Rick Riordan (4.2, MG)
26	28	Freak the Mighty/The Mighty , Rodman Philbrick (5.5, UG)	The Giver , Lois Lowry (5.7, MG)	The Wide Window , Lemony Snicket (6.3, MG)
27	25	Bridge to Terabithia , Katherine Paterson (4.6, MG)	Harry Potter and the Chamber of Secrets , J.K. Rowling (6.7, MG)	The Last Olympian , Rick Riordan (4.3, MG)
28	26	Harry Potter and the Sorcerer's Stone , J.K. Rowling (5.5, MG)	Bridge to Terabithia , Katherine Paterson (4.6, MG)	The Battle of the Labyrinth , Rick Riordan (4.1, MG)
29	22	The Reptile Room , Lemony Snicket (6.3, MG)	Bud, Not Buddy , Christopher Paul Curtis (5.0, MG)	Bud, Not Buddy , Christopher Paul Curtis (5.0, MG)
30	29	Harry Potter and the Chamber of Secrets , J.K. Rowling (6.7, MG)	Harry Potter and the Prisoner of Azkaban , J.K. Rowling (6.7, MG)	Esperanza Rising , Pam Muñoz Ryan (5.3, MG)
31	31	Bud, Not Buddy , Christopher Paul Curtis (5.0, MG)	The Reptile Room , Lemony Snicket (6.3, MG)	Breaking Dawn , Stephenie Meyer (4.8, UG)
32	27	The Wide Window , Lemony Snicket (6.3, MG)	Harry Potter and the Deathly Hallows , J.K. Rowling (6.9, MG+)	Catching Fire , Suzanne Collins (5.3, MG+)
33	33	Harry Potter and the Prisoner of Azkaban , J.K. Rowling (6.7, MG)	Harry Potter and the Goblet of Fire , J.K. Rowling (6.8, MG)	Harry Potter and the Sorcerer's Stone , J.K. Rowling (5.5, MG)
34	30	Among the Hidden , Margaret Peterson Haddix (4.8, MG)	Captain Underpants and the Attack of the Talking Toilets , Dav Pilkey (4.7, MG)	The Miserable Mill , Lemony Snicket (6.2, MG)
35	32	The Miserable Mill , Lemony Snicket (6.2, MG)	Mockingjay , Suzanne Collins (5.3, MG+)	The Lost Hero , Rick Riordan (4.5, MG)
36	X	Mockingjay , Suzanne Collins (5.3, MG+)	Stormbreaker , Anthony Horowitz (5.1, MG+)	Among the Hidden , Margaret Peterson Haddix (4.8, MG)
37	36	Harry Potter and the Goblet of Fire , J.K. Rowling (6.8, MG)	The Wide Window , Lemony Snicket (6.3, MG)	The Austere Academy , Lemony Snicket (6.7, MG)
38	35	Island of the Blue Dolphins , Scott O'Dell (5.4, MG)	Among the Hidden , Margaret Peterson Haddix (4.8, MG)	Harry Potter and the Chamber of Secrets , J.K. Rowling (6.7, MG)
39	38	Harry Potter and the Deathly Hallows , J.K. Rowling (6.9, MG+)	The Maze of Bones , Rick Riordan (4.3, MG)	Because of Winn-Dixie , Kate DiCamillo (3.9, MG)
40	48	Esperanza Rising , Pam Muñoz Ryan (5.3, MG)	The Adventures of Captain Underpants , Dav Pilkey (4.3, MG)	New Moon , Stephenie Meyer (4.7, UG)

* The average ATOS book level of the top 40 books read by sixth graders was 5.2 overall, 5.2 for boys, and 5.2 for girls. Interest levels: LG = lower grades (K–3), MG = middle grades (4–8), MG+ = middle grades plus (6 and up), and UG = upper grades (9–12). ATOS book level and interest level inform book selection.

X Title did not appear on list of 200 books most frequently read during 2009–10 school year.

Grade 7

In total, 600,681 seventh graders read 6,786,801 books and 247,783,915,905 words during the 2010–11 school year. The average number of words read was 347,045 for boys and 441,819 for girls.

		Overall	Boys	Girls
10–11	09–10 rank overall	Title, Author (ATOS Book Level, Interest Level)*		
1	X	Diary of a Wimpy Kid: The Ugly Truth , Jeff Kinney (5.5, MG)	Diary of a Wimpy Kid: The Ugly Truth , Jeff Kinney (5.5, MG)	The Outsiders , S.E. Hinton (4.7, UG)
2	2	The Outsiders , S.E. Hinton (4.7, UG)	The Outsiders , S.E. Hinton (4.7, UG)	Diary of a Wimpy Kid: The Ugly Truth , Jeff Kinney (5.5, MG)
3	18	The Hunger Games , Suzanne Collins (5.3, MG+)	Diary of a Wimpy Kid: Dog Days , Jeff Kinney (5.2, MG)	The Giver , Lois Lowry (5.7, MG)
4	1	Diary of a Wimpy Kid: Dog Days , Jeff Kinney (5.2, MG)	The Hunger Games , Suzanne Collins (5.3, MG+)	The Hunger Games , Suzanne Collins (5.3, MG+)
5	6	The Giver , Lois Lowry (5.7, MG)	Diary of a Wimpy Kid , Jeff Kinney (5.2, MG)	Diary of a Wimpy Kid: Dog Days , Jeff Kinney (5.2, MG)
6	5	Diary of a Wimpy Kid , Jeff Kinney (5.2, MG)	Diary of a Wimpy Kid: The Last Straw , Jeff Kinney (5.4, MG)	Diary of a Wimpy Kid , Jeff Kinney (5.2, MG)
7	7	Diary of a Wimpy Kid: Rodrick Rules , Jeff Kinney (5.2, MG)	Diary of a Wimpy Kid: Rodrick Rules , Jeff Kinney (5.2, MG)	Diary of a Wimpy Kid: Rodrick Rules , Jeff Kinney (5.2, MG)
8	4	Diary of a Wimpy Kid: The Last Straw , Jeff Kinney (5.4, MG)	The Lightning Thief , Rick Riordan (4.7, MG)	Diary of a Wimpy Kid: The Last Straw , Jeff Kinney (5.4, MG)
9	3	The Lightning Thief , Rick Riordan (4.7, MG)	The Giver , Lois Lowry (5.7, MG)	The Lightning Thief , Rick Riordan (4.7, MG)
10	31	Catching Fire , Suzanne Collins (5.3, MG+)	The Sea of Monsters , Rick Riordan (4.6, MG)	Catching Fire , Suzanne Collins (5.3, MG+)
11	11	The Sea of Monsters , Rick Riordan (4.6, MG)	The Last Olympian , Rick Riordan (4.3, MG)	Freak the Mighty/The Mighty , Rodman Philbrick (5.5, UG)
12	17	Freak the Mighty/The Mighty , Rodman Philbrick (5.5, UG)	Catching Fire , Suzanne Collins (5.3, MG+)	Twilight , Stephenie Meyer (4.9, UG)
13	13	The Last Olympian , Rick Riordan (4.3, MG)	The Lost Hero , Rick Riordan (4.5, MG)	A Child Called "It" , Dave Pelzer (5.8, UG)
14	X	Mockingjay , Suzanne Collins (5.3, MG+)	The Titan's Curse , Rick Riordan (4.2, MG)	Breaking Dawn , Stephenie Meyer (4.8, UG)
15	16	Hatchet , Gary Paulsen (5.7, MG)	The Battle of the Labyrinth , Rick Riordan (4.1, MG)	Rikki-Tikki-Tavi , Jerry Pinkney (4.4, LG)
16	14	The Titan's Curse , Rick Riordan (4.2, MG)	Hatchet , Gary Paulsen (5.7, MG)	Mockingjay , Suzanne Collins (5.3, MG+)
17	X	The Lost Hero , Rick Riordan (4.5, MG)	Freak the Mighty/The Mighty , Rodman Philbrick (5.5, UG)	Pretty Little Liars , Sara Shepard (4.5, UG)
18	15	The Battle of the Labyrinth , Rick Riordan (4.1, MG)	Mockingjay , Suzanne Collins (5.3, MG+)	The Watsons Go to Birmingham-1963 , Christopher Paul Curtis (5.0, MG)
19	21	Rikki-Tikki-Tavi , Jerry Pinkney (4.4, LG)	Rikki-Tikki-Tavi , Jerry Pinkney (4.4, LG)	The Sea of Monsters , Rick Riordan (4.6, MG)
20	19	The Watsons Go to Birmingham-1963 , Christopher Paul Curtis (5.0, MG)	The Red Pyramid , Rick Riordan (4.5, MG)	Tuck Everlasting , Natalie Babbitt (5.0, MG)

Grade 7 (continued)				
		Overall	Boys	Girls
10–11	09–10 rank overall	Title, Author (ATOS Book Level, Interest Level)*		
21	X	The Red Pyramid , Rick Riordan (4.5, MG)	Holes , Louis Sachar (4.6, MG)	Dork Diaries: Tales from a Not-So-Fabulous Life , Rachel Renée Russell (5.4, MG)
22	20	Holes , Louis Sachar (4.6, MG)	The Watsons Go to Birmingham-1963 , Christopher Paul Curtis (5.0, MG)	New Moon , Stephenie Meyer (4.7, UG)
23	22	A Child Called "It" , Dave Pelzer (5.8, UG)	Where the Red Fern Grows , Wilson Rawls (4.9, MG)	Hatchet , Gary Paulsen (5.7, MG)
24	25	Where the Red Fern Grows , Wilson Rawls (4.9, MG)	Tuck Everlasting , Natalie Babbitt (5.0, MG)	The Last Song , Nicholas Sparks (5.1, UG)
25	26	Tuck Everlasting , Natalie Babbitt (5.0, MG)	The Cay , Theodore Taylor (5.3, MG)	Eclipse , Stephenie Meyer (4.5, UG)
26	24	Roll of Thunder, Hear My Cry , Mildred D. Taylor (5.7, MG)	Roll of Thunder, Hear My Cry , Mildred D. Taylor (5.7, MG)	The Clique , Lisi Harrison (4.9, MG+)
27	9	Twilight , Stephenie Meyer (4.9, UG)	Harry Potter and the Deathly Hallows , J.K. Rowling (6.9, MG+)	The Titan's Curse , Rick Riordan (4.2, MG)
28	23	The Bad Beginning , Lemony Snicket (6.4, MG)	Harry Potter and the Chamber of Secrets , J.K. Rowling (6.7, MG)	Roll of Thunder, Hear My Cry , Mildred D. Taylor (5.7, MG)
29	27	The Cay , Theodore Taylor (5.3, MG)	Touching Spirit Bear , Ben Mikaelson (5.3, MG)	Flipped , Wendelin Van Draanen (4.8, UG)
30	12	Breaking Dawn , Stephenie Meyer (4.8, UG)	The Bad Beginning , Lemony Snicket (6.4, MG)	The Bad Beginning , Lemony Snicket (6.4, MG)
31	28	Harry Potter and the Sorcerer's Stone , J.K. Rowling (5.5, MG)	Stormbreaker , Anthony Horowitz (5.1, MG+)	The Last Olympian , Rick Riordan (4.3, MG)
32	29	Harry Potter and the Chamber of Secrets , J.K. Rowling (6.7, MG)	Harry Potter and the Sorcerer's Stone , J.K. Rowling (5.5, MG)	Where the Red Fern Grows , Wilson Rawls (4.9, MG)
33	39	Touching Spirit Bear , Ben Mikaelson (5.3, MG)	Harry Potter and the Prisoner of Azkaban , J.K. Rowling (6.7, MG)	The Battle of the Labyrinth , Rick Riordan (4.1, MG)
34	30	Harry Potter and the Deathly Hallows , J.K. Rowling (6.9, MG+)	Point Blank , Anthony Horowitz (4.8, MG+)	Beastly , Alex Flinn (3.7, UG)
35	33	Among the Hidden , Margaret Peterson Haddix (4.8, MG)	Cirque Du Freak , Darren Shan (4.8, MG+)	Flawless: A Pretty Little Liars Novel , Sara Shepard (4.3, UG)
36	37	Eighth Grade Bites , Heather Brewer (5.4, MG+)	Harry Potter and the Goblet of Fire , J.K. Rowling (6.8, MG)	The Lost Hero , Rick Riordan (4.5, MG)
37	35	Harry Potter and the Prisoner of Azkaban , J.K. Rowling (6.7, MG)	Eighth Grade Bites , Heather Brewer (5.4, MG+)	Among the Hidden , Margaret Peterson Haddix (4.8, MG)
38	46	Tangerine , Edward Bloor (4.3, MG)	Among the Hidden , Margaret Peterson Haddix (4.8, MG)	The Cay , Theodore Taylor (5.3, MG)
39	X	Pretty Little Liars , Sara Shepard (4.5, UG)	The Reptile Room , Lemony Snicket (6.3, MG)	Holes , Louis Sachar (4.6, MG)
40	38	Harry Potter and the Goblet of Fire , J.K. Rowling (6.8, MG)	Tangerine , Edward Bloor (4.3, MG)	Eighth Grade Bites , Heather Brewer (5.4, MG+)

* The average ATOS book level of the top 40 books read by seventh graders was 5.2 overall, 5.2 for boys, and 5.1 for girls. Interest levels: LG = lower grades (K–3), MG = middle grades (4–8), MG+ = middle grades plus (6 and up), and UG = upper grades (9–12). ATOS book level and interest level inform book selection.

X Title did not appear on list of 200 books most frequently read during 2009–10 school year.

Grade 8

In total, 523,149 eighth graders read 5,120,528 books and 217,944,396,549 words during the 2010–11 school year. The average number of words read was 339,529 for boys and 459,232 for girls.

		Overall	Boys	Girls
10–11	09–10 rank overall	Title, Author (ATOS Book Level, Interest Level)*		
1	1	The Outsiders , S.E. Hinton (4.7, UG)	The Outsiders , S.E. Hinton (4.7, UG)	The Outsiders , S.E. Hinton (4.7, UG)
2	10	The Hunger Games , Suzanne Collins (5.3, MG+)	The Hunger Games , Suzanne Collins (5.3, MG+)	The Giver , Lois Lowry (5.7, MG)
3	2	The Giver , Lois Lowry (5.7, MG)	Diary of a Wimpy Kid: The Ugly Truth , Jeff Kinney (5.5, MG)	The Hunger Games , Suzanne Collins (5.3, MG+)
4	X	Diary of a Wimpy Kid: The Ugly Truth , Jeff Kinney (5.5, MG)	The Giver , Lois Lowry (5.7, MG)	Catching Fire , Suzanne Collins (5.3, MG+)
5	23	Catching Fire , Suzanne Collins (5.3, MG+)	Diary of a Wimpy Kid: Dog Days , Jeff Kinney (5.2, MG)	The Last Song , Nicholas Sparks (5.1, UG)
6	X	Mockingjay , Suzanne Collins (5.3, MG+)	The Lightning Thief , Rick Riordan (4.7, MG)	Mockingjay , Suzanne Collins (5.3, MG+)
7	6	The Lightning Thief , Rick Riordan (4.7, MG)	Catching Fire , Suzanne Collins (5.3, MG+)	Diary of a Wimpy Kid: The Ugly Truth , Jeff Kinney (5.5, MG)
8	8	Diary of a Wimpy Kid: Dog Days , Jeff Kinney (5.2, MG)	Diary of a Wimpy Kid , Jeff Kinney (5.2, MG)	Pretty Little Liars , Sara Shepard (4.5, UG)
9	11	The Diary of Anne Frank , Frances Goodrich (3.1, MG)	Mockingjay , Suzanne Collins (5.3, MG+)	The Tell-Tale Heart , Edgar Allan Poe (7.3, UG)
10	9	Diary of a Wimpy Kid , Jeff Kinney (5.2, MG)	Diary of a Wimpy Kid: Rodrick Rules , Jeff Kinney (5.2, MG)	Breaking Dawn , Stephenie Meyer (4.8, UG)
11	13	The Tell-Tale Heart , Edgar Allan Poe (7.3, UG)	Diary of a Wimpy Kid: The Last Straw , Jeff Kinney (5.4, MG)	A Child Called "It" , Dave Pelzer (5.8, UG)
12	16	Diary of a Wimpy Kid: Rodrick Rules , Jeff Kinney (5.2, MG)	The Last Olympian , Rick Riordan (4.3, MG)	The Diary of Anne Frank , Frances Goodrich (3.1, MG)
13	12	Diary of a Wimpy Kid: The Last Straw , Jeff Kinney (5.4, MG)	The Sea of Monsters , Rick Riordan (4.6, MG)	Twilight , Stephenie Meyer (4.9, UG)
14	14	The Sea of Monsters , Rick Riordan (4.6, MG)	The Lost Hero , Rick Riordan (4.5, MG)	The Lightning Thief , Rick Riordan (4.7, MG)
15	15	The Last Olympian , Rick Riordan (4.3, MG)	The Tell-Tale Heart , Edgar Allan Poe (7.3, UG)	Diary of a Wimpy Kid: Dog Days , Jeff Kinney (5.2, MG)
16	X	The Lost Hero , Rick Riordan (4.5, MG)	The Battle of the Labyrinth , Rick Riordan (4.1, MG)	Diary of a Wimpy Kid , Jeff Kinney (5.2, MG)
17	18	The Titan's Curse , Rick Riordan (4.2, MG)	The Titan's Curse , Rick Riordan (4.2, MG)	Flawless: A Pretty Little Liars Novel , Sara Shepard (4.3, UG)
18	19	The Battle of the Labyrinth , Rick Riordan (4.1, MG)	The Diary of Anne Frank , Frances Goodrich (3.1, MG)	Beastly , Alex Flinn (3.7, UG)
19	21	Night , Elie Wiesel (4.8, UG)	The Red Pyramid , Rick Riordan (4.5, MG)	Diary of a Wimpy Kid: Rodrick Rules , Jeff Kinney (5.2, MG)
20	24	To Kill a Mockingbird , Harper Lee (5.6, UG)	Hatchet , Gary Paulsen (5.7, MG)	To Kill a Mockingbird , Harper Lee (5.6, UG)

Grade 8 (continued)				
		Overall	Boys	Girls
10–11	09–10 rank overall	Title, Author (ATOS Book Level, Interest Level)*		
21	22	A Child Called "It" , Dave Pelzer (5.8, UG)	My Brother Sam Is Dead , James Lincoln Collier (4.9, MG)	Diary of a Wimpy Kid: The Last Straw , Jeff Kinney (5.4, MG)
22	17	The Last Song , Nicholas Sparks (5.1, UG)	Holes , Louis Sachar (4.6, MG)	Night , Elie Wiesel (4.8, UG)
23	7	Breaking Dawn , Stephenie Meyer (4.8, UG)	Harry Potter and the Deathly Hallows , J.K. Rowling (6.9, MG+)	Dear John , Nicholas Sparks (5.5, UG)
24	X	Pretty Little Liars , Sara Shepard (4.5, UG)	Night , Elie Wiesel (4.8, UG)	Eclipse , Stephenie Meyer (4.5, UG)
25	3	Twilight , Stephenie Meyer (4.9, UG)	The Pigman , Paul Zindel (5.5, UG)	The Sea of Monsters , Rick Riordan (4.6, MG)
26	X	The Red Pyramid , Rick Riordan (4.5, MG)	Touching Spirit Bear , Ben Mikaelson (5.3, MG)	Marked: A House of Night Novel , P.C. Cast (5.4, UG)
27	26	Harry Potter and the Deathly Hallows , J.K. Rowling (6.9, MG+)	Freak the Mighty/The Mighty , Rodman Philbrick (5.5, UG)	New Moon , Stephenie Meyer (4.7, UG)
28	25	My Brother Sam Is Dead , James Lincoln Collier (4.9, MG)	To Kill a Mockingbird , Harper Lee (5.6, UG)	Eighth Grade Bites , Heather Brewer (5.4, MG+)
29	31	Eighth Grade Bites , Heather Brewer (5.4, MG+)	Stormbreaker , Anthony Horowitz (5.1, MG+)	Tears of a Tiger , Sharon M. Draper (4.3, UG)
30	35	The Pigman , Paul Zindel (5.5, UG)	Nothing But the Truth , Avi (3.6, UG)	The Boy in the Striped Pajamas , John Boyne (5.8, UG)
31	39	The Boy in the Striped Pajamas , John Boyne (5.8, UG)	Eighth Grade Bites , Heather Brewer (5.4, MG+)	Speak , Laurie Halse Anderson (4.5, UG)
32	30	Hatchet , Gary Paulsen (5.7, MG)	Harry Potter and the Chamber of Secrets , J.K. Rowling (6.7, MG)	Someone to Love Me , Anne Schraff (4.5, MG+)
33	33	Harry Potter and the Sorcerer's Stone , J.K. Rowling (5.5, MG)	Harry Potter and the Sorcerer's Stone , J.K. Rowling (5.5, MG)	Perfect: A Pretty Little Liars Novel , Sara Shepard (4.6, UG)
34	32	Harry Potter and the Chamber of Secrets , J.K. Rowling (6.7, MG)	Roll of Thunder, Hear My Cry , Mildred D. Taylor (5.7, MG)	Uglies , Scott Westerfeld (5.2, MG+)
35	28	Nothing But the Truth , Avi (3.6, UG)	The Watsons Go to Birmingham-1963 , Christopher Paul Curtis (5.0, MG)	My Brother Sam Is Dead , James Lincoln Collier (4.9, MG)
36	43	Tears of a Tiger , Sharon M. Draper (4.3, UG)	The Call of the Wild , Jack London (8.0, MG)	The Pigman , Paul Zindel (5.5, UG)
37	29	Roll of Thunder, Hear My Cry , Mildred D. Taylor (5.7, MG)	Cirque Du Freak , Darren Shan (4.8, MG+)	A Walk to Remember , Nicholas Sparks (5.8, UG)
38	47	The Pearl , John Steinbeck (7.1, UG)	The Boy in the Striped Pajamas , John Boyne (5.8, UG)	Flipped , Wendelin Van Draanen (4.8, UG)
39	52	Touching Spirit Bear , Ben Mikaelson (5.3, MG)	The Bad Beginning , Lemony Snicket (6.4, MG)	The Last Olympian , Rick Riordan (4.3, MG)
40	27	The Call of the Wild , Jack London (8.0, MG)	The Ruins of Gorlan , John Flanagan (7.0, MG)	Nothing But the Truth , Avi (3.6, UG)

* The average ATOS book level of the top 40 books read by eighth graders was 5.2 overall, 5.2 for boys, and 5.0 for girls. Interest levels: LG = lower grades (K–3), MG = middle grades (4–8), MG+ = middle grades plus (6 and up), and UG = upper grades (9–12). ATOS book level and interest level inform book selection.

X Title did not appear on list of 200 books most frequently read during 2009–10 school year.

Grade 9–12

In total, 388,963 ninth–twelfth graders read 2,290,522 books and 119,420,117,649 words during the 2010–11 school year. The average number of words read was 245,244 for boys and 345,725 for girls.

		Overall	Boys	Girls
10–11	09–10 rank overall	Title, Author (ATOS Book Level, Interest Level)*		
1	15	The Hunger Games , Suzanne Collins (5.3, MG+)	The Hunger Games , Suzanne Collins (5.3, MG+)	The Last Song , Nicholas Sparks (5.1, UG)
2	5	Of Mice and Men , John Steinbeck (4.5, UG)	Of Mice and Men , John Steinbeck (4.5, UG)	Of Mice and Men , John Steinbeck (4.5, UG)
3	6	To Kill a Mockingbird , Harper Lee (5.6, UG)	To Kill a Mockingbird , Harper Lee (5.6, UG)	The Hunger Games , Suzanne Collins (5.3, MG+)
4	8	Night , Elie Wiesel (4.8, UG)	Night , Elie Wiesel (4.8, UG)	To Kill a Mockingbird , Harper Lee (5.6, UG)
5	9	The Last Song , Nicholas Sparks (5.1, UG)	Catching Fire , Suzanne Collins (5.3, MG+)	Twilight , Stephenie Meyer (4.9, UG)
6	33	Catching Fire , Suzanne Collins (5.3, MG+)	The Lightning Thief , Rick Riordan (4.7, MG)	A Child Called "It" , Dave Pelzer (5.8, UG)
7	X	Mockingjay , Suzanne Collins (5.3, MG+)	Mockingjay , Suzanne Collins (5.3, MG+)	Night , Elie Wiesel (4.8, UG)
8	10	Animal Farm , George Orwell (7.3, UG)	Animal Farm , George Orwell (7.3, UG)	Breaking Dawn , Stephenie Meyer (4.8, UG)
9	1	Twilight , Stephenie Meyer (4.9, UG)	The Outsiders , S.E. Hinton (4.7, UG)	Dear John , Nicholas Sparks (5.5, UG)
10	11	A Child Called "It" , Dave Pelzer (5.8, UG)	The Sea of Monsters , Rick Riordan (4.6, MG)	Crank , Ellen Hopkins (4.3, UG)
11	4	Breaking Dawn , Stephenie Meyer (4.8, UG)	Harry Potter and the Deathly Hallows , J.K. Rowling (6.9, MG+)	Catching Fire , Suzanne Collins (5.3, MG+)
12	12	The Lightning Thief , Rick Riordan (4.7, MG)	The Last Olympian , Rick Riordan (4.3, MG)	Pretty Little Liars , Sara Shepard (4.5, UG)
13	14	The Outsiders , S.E. Hinton (4.7, UG)	Lord of the Flies , William Golding (5.0, UG)	Marked: A House of Night Novel , P.C. Cast (5.4, UG)
14	7	Dear John , Nicholas Sparks (5.5, UG)	The Titan's Curse , Rick Riordan (4.2, MG)	Mockingjay , Suzanne Collins (5.3, MG+)
15	18	Crank , Ellen Hopkins (4.3, UG)	A Child Called "It" , Dave Pelzer (5.8, UG)	Animal Farm , George Orwell (7.3, UG)
16	20	Harry Potter and the Deathly Hallows , J.K. Rowling (6.9, MG+)	The Battle of the Labyrinth , Rick Riordan (4.1, MG)	A Walk to Remember , Nicholas Sparks (5.8, UG)
17	25	The Great Gatsby , F. Scott Fitzgerald (7.3, UG)	The Giver , Lois Lowry (5.7, MG)	The Notebook , Nicholas Sparks (5.5, UG)
18	21	Lord of the Flies , William Golding (5.0, UG)	Romeo and Juliet , William Shakespeare (8.6, UG)	Thirteen Reasons Why , Jay Asher (3.9, MG+)
19	19	The Giver , Lois Lowry (5.7, MG)	Julius Caesar , William Shakespeare (10.8, UG)	Speak , Laurie Halse Anderson (4.5, UG)
20	17	Marked: A House of Night Novel , P.C. Cast (5.4, UG)	The Great Gatsby , F. Scott Fitzgerald (7.3, UG)	Glass , Ellen Hopkins (3.7, UG)

Grade 9–12 (continued)				
		Overall	Boys	Girls
10–11	09–10 rank overall	Title, Author (ATOS Book Level, Interest Level)*		
21	26	The Sea of Monsters , Rick Riordan (4.6, MG)	Twilight , Stephenie Meyer (4.9, UG)	Betrayed: A House of Night Novel , P.C. Cast (5.4, UG)
22	13	Romeo and Juliet , William Shakespeare (8.6, UG)	The Most Dangerous Game , Richard Connell (5.3, UG)	New Moon , Stephenie Meyer (4.7, UG)
23	24	Julius Caesar , William Shakespeare (10.8, UG)	The Lost Hero , Rick Riordan (4.5, MG)	The Great Gatsby , F. Scott Fitzgerald (7.3, UG)
24	X	Pretty Little Liars , Sara Shepard (4.5, UG)	Gym Candy , Carl Deuker (4.6, UG)	The Outsiders , S.E. Hinton (4.7, UG)
25	16	Speak , Laurie Halse Anderson (4.5, UG)	The Crucible , Arthur Miller (4.9, UG)	Eclipse , Stephenie Meyer (4.5, UG)
26	31	A Walk to Remember , Nicholas Sparks (5.8, UG)	Breaking Dawn , Stephenie Meyer (4.8, UG)	Burned , Ellen Hopkins (4.2, UG)
27	23	The Notebook , Nicholas Sparks (5.5, UG)	Hatchet , Gary Paulsen (5.7, MG)	Chosen: A House of Night Novel , P.C. Cast (5.1, UG)
28	36	The Most Dangerous Game , Richard Connell (5.3, UG)	Tears of a Tiger , Sharon M. Draper (4.3, UG)	Beastly , Alex Flinn (3.7, UG)
29	30	The Crucible , Arthur Miller (4.9, UG)	Eragon , Christopher Paolini (5.6, UG)	Just Listen , Sarah Dessen (4.9, UG)
30	29	The Last Olympian , Rick Riordan (4.3, MG)	Harry Potter and the Chamber of Secrets , J.K. Rowling (6.7, MG)	Lord of the Flies , William Golding (5.0, UG)
31	2	New Moon , Stephenie Meyer (4.7, UG)	Cirque Du Freak , Darren Shan (4.8, MG+)	Flawless: A Pretty Little Liars Novel , Sara Shepard (4.3, UG)
32	38	Tears of a Tiger , Sharon M. Draper (4.3, UG)	Harry Potter and the Sorcerer's Stone , J.K. Rowling (5.5, MG)	Romeo and Juliet , William Shakespeare (8.6, UG)
33	32	Thirteen Reasons Why , Jay Asher (3.9, MG+)	Diary of a Wimpy Kid , Jeff Kinney (5.2, MG)	Lock and Key , Sarah Dessen (5.3, UG)
34	3	Eclipse , Stephenie Meyer (4.5, UG)	Holes , Louis Sachar (4.6, MG)	The Lovely Bones , Alice Sebold (6.0, UG)
35	37	The Titan's Curse , Rick Riordan (4.2, MG)	Diary of a Wimpy Kid: The Ugly Truth , Jeff Kinney (5.5, MG)	Someone Like You , Sarah Dessen (5.1, UG)
36	39	The Battle of the Labyrinth , Rick Riordan (4.1, MG)	The Red Pyramid , Rick Riordan (4.5, MG)	The Giver , Lois Lowry (5.7, MG)
37	34	Glass , Ellen Hopkins (3.7, UG)	Harry Potter and the Goblet of Fire , J.K. Rowling (6.8, MG)	The Lightning Thief , Rick Riordan (4.7, MG)
38	27	Betrayed: A House of Night Novel , P.C. Cast (5.4, UG)	Brisinigr , Christopher Paolini (7.8, UG)	Tears of a Tiger , Sharon M. Draper (4.3, UG)
39	42	Harry Potter and the Sorcerer's Stone , J.K. Rowling (5.5, MG)	Diary of a Wimpy Kid: Dog Days , Jeff Kinney (5.2, MG)	The Crucible , Arthur Miller (4.9, UG)
40	49	Harry Potter and the Chamber of Secrets , J.K. Rowling (6.7, MG)	Diary of a Wimpy Kid: Rodrick Rules , Jeff Kinney (5.2, MG)	Along for the Ride , Sarah Dessen (4.7, UG)

* The average ATOS book level of the top 40 books read by ninth–twelfth graders was 5.3 overall, 5.4 for boys, and 5.1 for girls. Interest levels: LG = lower grades (K–3), MG = middle grades (4–8), MG+ = middle grades plus (6 and up), and UG = upper grades (9–12). ATOS book level and interest level inform book selection.

X Title did not appear on list of 200 books most frequently read during 2009–10 school year.

Section II: Graphic Novels

Although some may still question their merit, graphic novels have, in recent years, steadily gained support by educators as an important addition to classroom reading rather than solely a means of entertainment. Likewise, many librarians who once excluded comic books from their collections, now view graphic novels as a mainstay of a well-developed library collection.

According to the website for the Cooperative Children’s Book Center in the School of Education at the University of Wisconsin-Madison, “Graphic novels have become an essential component of library collections for both children and teenagers, and they have enormous potential for classroom use.”⁵

The lists that begin on p. 29 rank the **Top 40 Graphic Novels Read, Grades 1–12**⁶ according to the Accelerated Reader Real Time database, which includes book-reading records for more than 7.6 million students from 24,265 schools nationwide who read more than 241 million books during the 2010–2011 school year.

What *should* kids be reading?

To balance the student point of view represented by these lists, Renaissance Learning asked a variety of authors, educators, and experts to provide their thoughts on student book selection. In this section, Dav Pilkey, author of, among other titles, *The Adventures of Super Diaper Baby* and *The Adventures of Ook and Gluk, Kung-Fu Cavemen from the Future*, which both appear in this section, provides commentary (p. 28).

⁵ <http://www.education.wisc.edu/ccbc/books/graphicnovels.asp#resource>

⁶ Some schools also use AR in kindergarten, but we have limited this section to include grades 1–12.



What *Should* Kids Be Reading?

By Dav Pilkey

What **SHOULD** children read? I say: whatever they want. To illustrate my point, let's take this simple test:

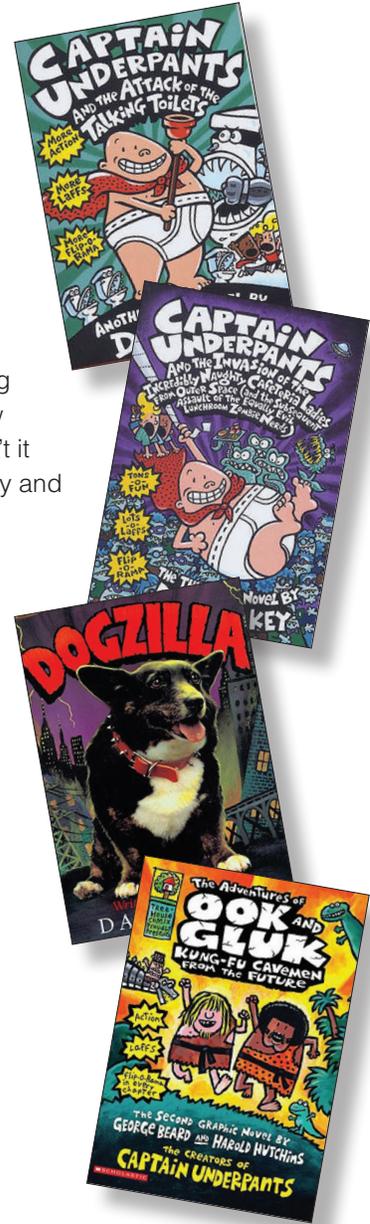
What would **YOU** rather read? (please choose only one)

- A) A book that's fun and entertaining, but doesn't teach you anything.
- B) A book that will teach you something, but isn't fun or entertaining.

I think most adults would choose "A", especially if nobody was looking. But imagine if you couldn't make that choice for yourself. What if all of your reading material was selected by, or restricted by, people who believed that they knew what was best for you. Wouldn't that be awful? Wouldn't you resent it? And isn't it possible that you might begin to associate books with bad things like drudgery and subjugation?

Now try to imagine if this was all happening at a time when you were just learning how to read. As adults, I think we sometimes forget how hard it is to learn to read. It's really, **REALLY** hard. If we add negative associations to something that is already difficult and often frustrating, we might just turn kids off of reading altogether, despite our best intentions.

With reading (as well as with most skills), the best way to get good at it is to practice. The best way to get kids to practice reading is to try to make it fun and interesting for them. If we let kids choose their own books, they'll be more likely to think of reading as something that's good, as opposed to something that's "good for them."



Dav Pilkey has written and illustrated numerous popular, award-winning books for children, including the Captain Underpants and Dumb Bunnies series; *Dog Breath*, winner of the California Young Reader Medal; and *The Paperboy*, a Caldecott Honor Book. He lives with his wife in the Pacific Northwest.

Photo by Karyn Carpenter Baker

Top 40 Graphic Novels Read, Grades 1–12

Grade 1

In total, 82,131 first graders read 141,789 graphic novels during the 2010–11 school year.

Graphic Novels

Title, Author (ATOS Book Level, Interest Level)*

1	Buzz Boy and Fly Guy , Tedd Arnold (1.3, LG)	21	Babymouse: Heartbreaker , Jennifer L. Holm (2.0, LG)
2	Little Mouse Gets Ready , Jeff Smith (1.3, LG)	22	Babymouse: Skater Girl , Jennifer L. Holm (2.2, LG)
3	Benny and Penny in Just Pretend , Geoffrey Hayes (1.1, LG)	23	Stinky , Eleanor Davis (1.5, LG)
4	Diary of a Wimpy Kid: Dog Days , Jeff Kinney (5.2, MG)	24	The End Zone , Lori Mortensen (1.5, LG)
5	Diary of a Wimpy Kid: The Last Straw , Jeff Kinney (5.4, MG)	25	The Day Mom Finally Snapped , Bob Temple (1.6, LG)
6	Diary of a Wimpy Kid: The Ugly Truth , Jeff Kinney (5.5, MG)	26	The Boy Who Burped Too Much , Scott Nickel (2.1, LG)
7	The Adventures of Super Diaper Baby , Dav Pilkey (2.5, MG)	27	Babymouse: Camp Babymouse , Jennifer L. Holm (2.0, LG)
8	The Adventures of Ook and Gluk, Kung-Fu Cavemen from the Future , Dav Pilkey (2.5, LG)	28	Night of the Homework Zombies , Scott Nickel (2.3, LG)
9	Benny and Penny in the Big No-No! , Geoffrey Hayes (1.3, LG)	29	Why Did the Chicken Cross the Road? , Jon Agee (2.7, LG)
10	Silly Lilly and the Four Seasons , Agnès Rosenstiehl (0.8, LG)	30	Blast to the Past , Scott Nickel (2.3, LG)
11	Luke on the Loose , Harry Bliss (1.4, LG)	31	T-Ball Trouble , Cari Meister (1.5, LG)
12	Babymouse: Monster Mash , Jennifer L. Holm (1.9, LG)	32	Rah-Rah Ruby! , Christianne C. Jones (1.8, LG)
13	Babymouse: Beach Babe , Jennifer L. Holm (2.0, LG)	33	Goalkeeper Goof , Cari Meister (1.6, LG)
14	Babymouse: Our Hero! , Jennifer L. Holm (2.0, LG)	34	Curse of the Red Scorpion , Scott Nickel (2.0, LG)
15	Babymouse: Rock Star , Jennifer L. Holm (1.9, LG)	35	Red Ted and the Lost Things , Michael Rosen (1.9, LG)
16	Babymouse: Queen of the World! , Jennifer L. Holm (2.2, LG)	36	Billy Turtle in Say Cheese! , Michael Townsend (1.7, LG)
17	Babymouse: Puppy Love , Jennifer L. Holm (1.8, LG)	37	Lily's Lucky Leotard , Cari Meister (1.7, LG)
18	Backyard Bug Battle , Scott Nickel (1.8, LG)	38	Mo and Jo: Fighting Together Forever , Dean Haspiel (1.8, LG)
19	Worm Gets a Job , Kathy Caple (1.9, LG)	39	The Kickball Kids , Cari Meister (1.7, LG)
20	Invaders from the Great Goo Galaxy , Blake A. Hoena (1.8, LG)	40	Jack and the Box , Art Spiegelman (1.1, LG)

* The average ATOS book level of the top 40 graphic novels read by first graders was 2.0. Interest levels: LG = lower grades (K–3), MG = middle grades (4–8), MG+ = middle grades plus (6 and up), and UG = upper grades (9–12). ATOS book level and interest level inform book selection.

Grade 2

In total, 251,285 second graders read 659,377 graphic novels during the 2010–11 school year.

Graphic Novels

Title, Author (ATOS Book Level, Interest Level)*

1	Diary of a Wimpy Kid: The Ugly Truth , Jeff Kinney (5.5, MG)	21	Babymouse: Burns Rubber , Jennifer L. Holm (2.2, LG)
2	Diary of a Wimpy Kid: Dog Days , Jeff Kinney (5.2, MG)	22	The Boy Who Burped Too Much , Scott Nickel (2.1, LG)
3	Diary of a Wimpy Kid: The Last Straw , Jeff Kinney (5.4, MG)	23	Blast to the Past , Scott Nickel (2.3, LG)
4	Buzz Boy and Fly Guy , Tedd Arnold (1.3, LG)	24	Day of the Field Trip Zombies , Scott Nickel (2.9, LG)
5	The Adventures of Ook and Gluk, Kung-Fu Cavemen from the Future , Dav Pilkey (2.5, LG)	25	Little Mouse Gets Ready , Jeff Smith (1.3, LG)
6	The Adventures of Super Diaper Baby , Dav Pilkey (2.5, MG)	26	Curse of the Red Scorpion , Scott Nickel (2.0, LG)
7	Babymouse: Queen of the World! , Jennifer L. Holm (2.2, LG)	27	Robot Rampage , Scott Nickel (2.2, LG)
8	Babymouse: Beach Babe , Jennifer L. Holm (2.0, LG)	28	Benny and Penny in Just Pretend , Geoffrey Hayes (1.1, LG)
9	Babymouse: Our Hero! , Jennifer L. Holm (2.0, LG)	29	Dognapped! , Scott Nickel (2.2, LG)
10	Babymouse: Skater Girl , Jennifer L. Holm (2.2, LG)	30	Lunch Lady and the Cyborg Substitute , Jarrett J. Krosoczka (2.2, LG)
11	Big Nate: In a Class by Himself , Lincoln Peirce (3.1, MG)	31	Attack of the Mutant Lunch Lady: A Buzz Beaker Brainstorm , Scott Nickel (2.7, LG)
12	Babymouse: Heartbreaker , Jennifer L. Holm (2.0, LG)	32	Backyard Bug Battle , Scott Nickel (1.8, LG)
13	Babymouse: Monster Mash , Jennifer L. Holm (1.9, LG)	33	Bone: Out from Boneville , Jeff Smith (2.4, MG)
14	Babymouse: Rock Star , Jennifer L. Holm (1.9, LG)	34	Bone: The Great Cow Race , Jeff Smith (2.4, MG)
15	Babymouse: Puppy Love , Jennifer L. Holm (1.8, LG)	35	Luke on the Loose , Harry Bliss (1.4, LG)
16	Babymouse: Camp Babymouse , Jennifer L. Holm (2.0, LG)	36	A Nose for Danger , Bob Temple (2.2, LG)
17	Big Nate Strikes Again , Lincoln Peirce (3.0, MG)	37	Double Trouble , Scott Nickel (2.5, LG)
18	Why Did the Chicken Cross the Road? , Jon Agee (2.7, LG)	38	Billions of Bats , Scott Nickel (2.3, LG)
19	Babymouse: Dragonslayer , Jennifer L. Holm (2.6, LG)	39	Otto's Orange Day , Frank Cammuso (2.1, LG)
20	Night of the Homework Zombies , Scott Nickel (2.3, LG)	40	The Monster of Lake Lobo , Scott Nickel (2.6, LG)

* The average ATOS book level of the top 40 graphic novels read by second graders was 3.2. Interest levels: LG = lower grades (K–3), MG = middle grades (4–8), MG+ = middle grades plus (6 and up), and UG = upper grades (9–12). ATOS book level and interest level inform book selection.

Grade 3

In total, 424,177 third graders read 1,208,257 graphic novels during the 2010–11 school year.

Graphic Novels

Title, Author (ATOS Book Level, Interest Level)*

1	Diary of a Wimpy Kid: The Ugly Truth , Jeff Kinney (5.5, MG)	21	Babymouse: Burns Rubber , Jennifer L. Holm (2.2, LG)
2	Diary of a Wimpy Kid: Dog Days , Jeff Kinney (5.2, MG)	22	Why Did the Chicken Cross the Road? , Jon Agee (2.7, LG)
3	Diary of a Wimpy Kid: The Last Straw , Jeff Kinney (5.4, MG)	23	Bone: Eyes of the Storm , Jeff Smith (2.6, MG)
4	The Adventures of Ook and Gluk, Kung-Fu Cavemen from the Future , Dav Pilkey (2.5, LG)	24	Bone: Rock Jaw: Master of the Eastern Border , Jeff Smith (2.2, MG)
5	The Adventures of Super Diaper Baby , Dav Pilkey (2.5, MG)	25	Bone: The Dragonslayer , Jeff Smith (2.6, MG)
6	Big Nate: In a Class by Himself , Lincoln Peirce (3.1, MG)	26	Night of the Homework Zombies , Scott Nickel (2.3, LG)
7	Big Nate Strikes Again , Lincoln Peirce (3.0, MG)	27	Smile , Raina Telgemeier (2.6, MG)
8	Buzz Boy and Fly Guy , Tedd Arnold (1.3, LG)	28	Bone: Ghost Circles , Jeff Smith (2.5, MG)
9	Babymouse: Queen of the World! , Jennifer L. Holm (2.2, LG)	29	Bone: Crown of Horns , Jeff Smith (2.4, MG)
10	Babymouse: Beach Babe , Jennifer L. Holm (2.0, LG)	30	Lunch Lady and the Cyborg Substitute , Jarrett J. Krosoczka (2.2, LG)
11	Babymouse: Our Hero! , Jennifer L. Holm (2.0, LG)	31	The Boy Who Burped Too Much , Scott Nickel (2.1, LG)
12	Babymouse: Heartbreaker , Jennifer L. Holm (2.0, LG)	32	Big Nate: From the Top , Lincoln Peirce (2.5, MG)
13	Babymouse: Skater Girl , Jennifer L. Holm (2.2, LG)	33	Bone: Old Man's Cave , Jeff Smith (2.7, MG)
14	Babymouse: Monster Mash , Jennifer L. Holm (1.9, LG)	34	Day of the Field Trip Zombies , Scott Nickel (2.9, LG)
15	Babymouse: Rock Star , Jennifer L. Holm (1.9, LG)	35	Blast to the Past , Scott Nickel (2.3, LG)
16	Babymouse: Camp Babymouse , Jennifer L. Holm (2.0, LG)	36	Lunch Lady and the League of Librarians , Jarrett J. Krosoczka (2.2, LG)
17	Babymouse: Puppy Love , Jennifer L. Holm (1.8, LG)	37	Attack of the Mutant Lunch Lady: A Buzz Beaker Brainstorm , Scott Nickel (2.7, LG)
18	Bone: Out from Boneville , Jeff Smith (2.4, MG)	38	Bone: Treasure Hunters , Jeff Smith (2.9, MG)
19	Babymouse: Dragonslayer , Jennifer L. Holm (2.6, LG)	39	The Stonekeeper , Kazu Kibuishi (2.0, MG)
20	Bone: The Great Cow Race , Jeff Smith (2.4, MG)	40	Lunch Lady and the Author Visit Vendetta , Jarrett J. Krosoczka (2.3, LG)

* The average ATOS book level of the top 40 graphic novels read by third graders was 3.9. Interest levels: LG = lower grades (K–3), MG = middle grades (4–8), MG+ = middle grades plus (6 and up), and UG = upper grades (9–12). ATOS book level and interest level inform book selection.

Grade 4

In total, 533,820 fourth graders read 1,433,657 graphic novels during the 2010–11 school year.

Graphic Novels

Title, Author (ATOS Book Level, Interest Level)*

1	Diary of a Wimpy Kid: The Ugly Truth , Jeff Kinney (5.5, MG)	21	Babymouse: Skater Girl , Jennifer L. Holm (2.2, LG)
2	Diary of a Wimpy Kid: Dog Days , Jeff Kinney (5.2, MG)	22	Babymouse: Puppy Love , Jennifer L. Holm (1.8, LG)
3	Diary of a Wimpy Kid: The Last Straw , Jeff Kinney (5.4, MG)	23	Bone: Crown of Horns , Jeff Smith (2.4, MG)
4	The Adventures of Ook and Gluk, Kung-Fu Cavemen from the Future , Dav Pilkey (2.5, LG)	24	Babymouse: Camp Babymouse , Jennifer L. Holm (2.0, LG)
5	Big Nate: In a Class by Himself , Lincoln Peirce (3.1, MG)	25	Bone: Ghost Circles , Jeff Smith (2.5, MG)
6	Big Nate Strikes Again , Lincoln Peirce (3.0, MG)	26	Big Nate: From the Top , Lincoln Peirce (2.5, MG)
7	The Adventures of Super Diaper Baby , Dav Pilkey (2.5, MG)	27	Babymouse: Dragonslayer , Jennifer L. Holm (2.6, LG)
8	Bone: Out from Boneville , Jeff Smith (2.4, MG)	28	Bone: Old Man's Cave , Jeff Smith (2.7, MG)
9	Babymouse: Queen of the World! , Jennifer L. Holm (2.2, LG)	29	Babymouse: Burns Rubber , Jennifer L. Holm (2.2, LG)
10	Babymouse: Beach Babe , Jennifer L. Holm (2.0, LG)	30	The Stonekeeper , Kazu Kibuishi (2.0, MG)
11	Bone: The Great Cow Race , Jeff Smith (2.4, MG)	31	Bone: Treasure Hunters , Jeff Smith (2.9, MG)
12	Smile , Raina Telgemeier (2.6, MG)	32	Night of the Homework Zombies , Scott Nickel (2.3, LG)
13	Babymouse: Our Hero! , Jennifer L. Holm (2.0, LG)	33	Dragonbreath , Ursula Vernon (4.3, LG)
14	Buzz Boy and Fly Guy , Tedd Arnold (1.3, LG)	34	Lunch Lady and the Cyborg Substitute , Jarrett J. Krosoczka (2.2, LG)
15	Bone: Eyes of the Storm , Jeff Smith (2.6, MG)	35	Why Did the Chicken Cross the Road? , Jon Agee (2.7, LG)
16	Babymouse: Monster Mash , Jennifer L. Holm (1.9, LG)	36	The Stonekeeper's Curse , Kazu Kibuishi (2.5, MG)
17	Bone: Rock Jaw: Master of the Eastern Border , Jeff Smith (2.2, MG)	37	The Sinking of the Titanic , Matt Doeden (3.8, MG)
18	Babymouse: Heartbreaker , Jennifer L. Holm (2.0, LG)	38	Ellie McDoodle: New Kid in School , Ruth McNally Barshaw (3.2, MG)
19	Bone: The Dragonslayer , Jeff Smith (2.6, MG)	39	The Boy Who Burped Too Much , Scott Nickel (2.1, LG)
20	Babymouse: Rock Star , Jennifer L. Holm (1.9, LG)	40	Attack of the Ninja Frogs , Ursula Vernon (4.3, LG)

* The average ATOS book level of the top 40 graphic novels read by fourth graders was 4.4. Interest levels: LG = lower grades (K–3), MG = middle grades (4–8), MG+ = middle grades plus (6 and up), and UG = upper grades (9–12). ATOS book level and interest level inform book selection.

Grade 5

In total, 527,410 fifth graders read 1,260,430 graphic novels during the 2010–11 school year.

Graphic Novels

Title, Author (ATOS Book Level, Interest Level)*

1	Diary of a Wimpy Kid: The Ugly Truth , Jeff Kinney (5.5, MG)	21	Bone: Treasure Hunters , Jeff Smith (2.9, MG)
2	Diary of a Wimpy Kid: Dog Days , Jeff Kinney (5.2, MG)	22	Big Nate: From the Top , Lincoln Peirce (2.5, MG)
3	Diary of a Wimpy Kid: The Last Straw , Jeff Kinney (5.4, MG)	23	Buzz Boy and Fly Guy , Tedd Arnold (1.3, LG)
4	Big Nate: In a Class by Himself , Lincoln Peirce (3.1, MG)	24	Babymouse: Monster Mash , Jennifer L. Holm (1.9, LG)
5	The Adventures of Ook and Gluk, Kung-Fu Cavemen from the Future , Dav Pilkey (2.5, LG)	25	Babymouse: Heartbreaker , Jennifer L. Holm (2.0, LG)
6	Big Nate Strikes Again , Lincoln Peirce (3.0, MG)	26	Babymouse: Puppy Love , Jennifer L. Holm (1.8, LG)
7	The Adventures of Super Diaper Baby , Dav Pilkey (2.5, MG)	27	Babymouse: Rock Star , Jennifer L. Holm (1.9, LG)
8	Smile , Raina Telgemeier (2.6, MG)	28	Babymouse: Camp Babymouse , Jennifer L. Holm (2.0, LG)
9	Bone: Out from Boneville , Jeff Smith (2.4, MG)	29	Babymouse: Skater Girl , Jennifer L. Holm (2.2, LG)
10	Bone: The Great Cow Race , Jeff Smith (2.4, MG)	30	The Stonekeeper's Curse , Kazu Kibuishi (2.5, MG)
11	Bone: Eyes of the Storm , Jeff Smith (2.6, MG)	31	Ellie McDoodle: New Kid in School , Ruth McNally Barshaw (3.2, MG)
12	Bone: Rock Jaw: Master of the Eastern Border , Jeff Smith (2.2, MG)	32	Bone: Rose , Jeff Smith (2.6, MG)
13	Bone: The Dragonslayer , Jeff Smith (2.6, MG)	33	The Lightning Thief: The Graphic Novel , Rick Riordan (3.1, MG)
14	Bone: Crown of Horns , Jeff Smith (2.4, MG)	34	Babymouse: Dragonslayer , Jennifer L. Holm (2.6, LG)
15	The Stonekeeper , Kazu Kibuishi (2.0, MG)	35	Babymouse: Burns Rubber , Jennifer L. Holm (2.2, LG)
16	Bone: Ghost Circles , Jeff Smith (2.5, MG)	36	Dragonbreath , Ursula Vernon (4.3, LG)
17	Babymouse: Queen of the World! , Jennifer L. Holm (2.2, LG)	37	Tall Tales , Jeff Smith (3.0, MG)
18	Bone: Old Man's Cave , Jeff Smith (2.7, MG)	38	The Sinking of the Titanic , Matt Doeden (3.8, MG)
19	Babymouse: Beach Babe , Jennifer L. Holm (2.0, LG)	39	Attack of the Ninja Frogs , Ursula Vernon (4.3, LG)
20	Babymouse: Our Hero! , Jennifer L. Holm (2.0, LG)	40	Lunch Lady and the Cyborg Substitute , Jarrett J. Krosoczka (2.2, LG)

* The average ATOS book level of the top 40 graphic novels read by fifth graders was 4.6. Interest levels: LG = lower grades (K–3), MG = middle grades (4–8), MG+ = middle grades plus (6 and up), and UG = upper grades (9–12). ATOS book level and interest level inform book selection.

Grade 6

In total, 310,127 sixth graders read 691,906 graphic novels during the 2010–11 school year.

Graphic Novels

Title, Author (ATOS Book Level, Interest Level)*

1	Diary of a Wimpy Kid: The Ugly Truth , Jeff Kinney (5.5, MG)	21	The Lightning Thief: The Graphic Novel , Rick Riordan (3.1, MG)
2	Diary of a Wimpy Kid: Dog Days , Jeff Kinney (5.2, MG)	22	Maximum Ride: The Manga , James Patterson (2.2, UG)
3	Diary of a Wimpy Kid: The Last Straw , Jeff Kinney (5.4, MG)	23	Ghostopolis , Doug TenNapel (2.4, MG)
4	Big Nate: In a Class by Himself , Lincoln Peirce (3.1, MG)	24	Babymouse: Queen of the World! , Jennifer L. Holm (2.2, LG)
5	Big Nate Strikes Again , Lincoln Peirce (3.0, MG)	25	Tall Tales , Jeff Smith (3.0, MG)
6	Smile , Raina Telgemeier (2.6, MG)	26	Babymouse: Beach Babe , Jennifer L. Holm (2.0, LG)
7	Bone: Out from Boneville , Jeff Smith (2.4, MG)	27	Twilight: The Graphic Novel , Young Kim (3.1, UG)
8	The Adventures of Ook and Gluk, Kung-Fu Cavemen from the Future , Dav Pilkey (2.5, LG)	28	Babymouse: Our Hero! , Jennifer L. Holm (2.0, LG)
9	Bone: The Great Cow Race , Jeff Smith (2.4, MG)	29	Maximum Ride: The Manga, Vol. 2 , James Patterson (2.1, UG)
10	Bone: Rock Jaw: Master of the Eastern Border , Jeff Smith (2.2, MG)	30	Big Nate: From the Top , Lincoln Peirce (2.5, MG)
11	Bone: Eyes of the Storm , Jeff Smith (2.6, MG)	31	Babymouse: Rock Star , Jennifer L. Holm (1.9, LG)
12	The Adventures of Super Diaper Baby , Dav Pilkey (2.5, MG)	32	Rapunzel's Revenge , Shannon Hale (3.2, MG)
13	Bone: The Dragonslayer , Jeff Smith (2.6, MG)	33	Babymouse: Heartbreaker , Jennifer L. Holm (2.0, LG)
14	Bone: Crown of Horns , Jeff Smith (2.4, MG)	34	Babymouse: Monster Mash , Jennifer L. Holm (1.9, LG)
15	Bone: Ghost Circles , Jeff Smith (2.5, MG)	35	Night of the Homework Zombies , Scott Nickel (2.3, LG)
16	The Stonekeeper , Kazu Kibuishi (2.0, MG)	36	Babymouse: Puppy Love , Jennifer L. Holm (1.8, LG)
17	Bone: Old Man's Cave , Jeff Smith (2.7, MG)	37	The Popularity Papers: Research for the Social Improvement and General Betterment of Lydia Goldblatt and Julie Graham-Chang , Amy Ignatow (4.0, MG)
18	Bone: Treasure Hunters , Jeff Smith (2.9, MG)	38	Ellie McDoodle: New Kid in School , Ruth McNally Barshaw (3.2, MG)
19	The Stonekeeper's Curse , Kazu Kibuishi (2.5, MG)	39	Babymouse: Skater Girl , Jennifer L. Holm (2.2, LG)
20	Bone: Rose , Jeff Smith (2.6, MG)	40	Babymouse: Camp Babymouse , Jennifer L. Holm (2.0, LG)

* The average ATOS book level of the top 40 graphic novels read by sixth graders was 4.7. Interest levels: LG = lower grades (K–3), MG = middle grades (4–8), MG+ = middle grades plus (6 and up), and UG = upper grades (9–12). ATOS book level and interest level inform book selection.

Grade 7

In total, 155,921 seventh graders read 314,226 graphic novels during the 2010–11 school year.

Graphic Novels

Title, Author (ATOS Book Level, Interest Level)*

1	Diary of a Wimpy Kid: The Ugly Truth , Jeff Kinney (5.5, MG)	21	The Lightning Thief: The Graphic Novel , Rick Riordan (3.1, MG)
2	Diary of a Wimpy Kid: Dog Days , Jeff Kinney (5.2, MG)	22	Bone: Rose , Jeff Smith (2.6, MG)
3	Diary of a Wimpy Kid: The Last Straw , Jeff Kinney (5.4, MG)	23	The Stonekeeper's Curse , Kazu Kibuishi (2.5, MG)
4	The Monsters Are Due on Maple Street , Mark Kneece (2.2, MG+)	24	A Christmas Carol (Saddleback) , Charles Dickens (3.7, MG)
5	Big Nate: In a Class by Himself , Lincoln Peirce (3.1, MG)	25	Maximum Ride: The Manga, Vol. 2 , James Patterson (2.1, UG)
6	Bone: Out from Boneville , Jeff Smith (2.4, MG)	26	Ghostopolis , Doug TenNapel (2.4, MG)
7	Bone: The Great Cow Race , Jeff Smith (2.4, MG)	27	Twilight: The Graphic Novel , Young Kim (3.1, UG)
8	Smile , Raina Telgemeier (2.6, MG)	28	Tall Tales , Jeff Smith (3.0, MG)
9	Bone: Rock Jaw: Master of the Eastern Border , Jeff Smith (2.2, MG)	29	Rapunzel's Revenge , Shannon Hale (3.2, MG)
10	Big Nate Strikes Again , Lincoln Peirce (3.0, MG)	30	Maus: A Survivor's Tale, I: My Father Bleeds History , Art Spiegelman (3.2, UG)
11	Bone: Eyes of the Storm , Jeff Smith (2.6, MG)	31	The Salem Witch Trials , Michael Martin (4.2, MG)
12	Bone: The Dragonslayer , Jeff Smith (2.6, MG)	32	The World of Food Chains with Max Axiom, Super Scientist , Liam O'Donnell (4.9, MG)
13	Bone: Crown of Horns , Jeff Smith (2.4, MG)	33	The Attack on Pearl Harbor , Jane Sutcliffe (4.0, MG)
14	Bone: Ghost Circles , Jeff Smith (2.5, MG)	34	The Sinking of the Titanic , Matt Doeden (3.8, MG)
15	The Stonekeeper , Kazu Kibuishi (2.0, MG)	35	Maximum Ride: The Manga, Vol. 3 , James Patterson (2.3, UG)
16	Bone: Old Man's Cave , Jeff Smith (2.7, MG)	36	Night of the Homework Zombies , Scott Nickel (2.3, LG)
17	Bone: Treasure Hunters , Jeff Smith (2.9, MG)	37	Malice , Chris Wooding (4.5, MG+)
18	The Adventures of Super Diaper Baby , Dav Pilkey (2.5, MG)	38	American Born Chinese , Gene Luen Yang (3.3, MG+)
19	Maximum Ride: The Manga , James Patterson (2.2, UG)	39	Maus: A Survivor's Tale, II: And Here My Troubles Began , Art Spiegelman (3.1, UG)
20	The Adventures of Ook and Gluk, Kung-Fu Cavemen from the Future , Dav Pilkey (2.5, LG)	40	The Cloud Searchers , Kazu Kibuishi (2.7, MG)

* The average ATOS book level of the top 40 graphic novels read by seventh graders was 4.7. Interest levels: LG = lower grades (K–3), MG = middle grades (4–8), MG+ = middle grades plus (6 and up), and UG = upper grades (9–12). ATOS book level and interest level inform book selection.

Grade 8

In total, 87,056 eighth graders read 164,776 graphic novels during the 2010–11 school year.

Graphic Novels

Title, Author (ATOS Book Level, Interest Level)*

1	Diary of a Wimpy Kid: The Ugly Truth , Jeff Kinney (5.5, MG)	21	The Adventures of Super Diaper Baby , Dav Pilkey (2.5, MG)
2	Diary of a Wimpy Kid: Dog Days , Jeff Kinney (5.2, MG)	22	Bone: Treasure Hunters , Jeff Smith (2.9, MG)
3	Diary of a Wimpy Kid: The Last Straw , Jeff Kinney (5.4, MG)	23	The Lightning Thief: The Graphic Novel , Rick Riordan (3.1, MG)
4	Big Nate: In a Class by Himself , Lincoln Peirce (3.1, MG)	24	Bone: Rose , Jeff Smith (2.6, MG)
5	Maus: A Survivor's Tale, I: My Father Bleeds History , Art Spiegelman (3.2, UG)	25	Ghostopolis , Doug TenNapel (2.4, MG)
6	Bone: Out from Boneville , Jeff Smith (2.4, MG)	26	The Adventures of Ook and Gluk, Kung-Fu Cavemen from the Future , Dav Pilkey (2.5, LG)
7	Bone: The Great Cow Race , Jeff Smith (2.4, MG)	27	The Stonekeeper's Curse , Kazu Kibuishi (2.5, MG)
8	Smile , Raina Telgemeier (2.6, MG)	28	Twilight: The Graphic Novel , Young Kim (3.1, UG)
9	The Tell-Tale Heart , Joeming Dunn (3.9, MG)	29	A Christmas Carol (Saddleback) , Charles Dickens (3.7, MG)
10	Bone: Eyes of the Storm , Jeff Smith (2.6, MG)	30	Harriet Tubman and the Underground Railroad , Michael Martin (3.7, MG)
11	Bone: Rock Jaw: Master of the Eastern Border , Jeff Smith (2.2, MG)	31	The Earth-Shaking Facts About Earthquakes with Max Axiom, Super Scientist , Katherine Krohn (5.2, MG)
12	The Stonekeeper , Kazu Kibuishi (2.0, MG)	32	The Salem Witch Trials , Michael Martin (4.2, MG)
13	Big Nate Strikes Again , Lincoln Peirce (3.0, MG)	33	The Attack on Pearl Harbor , Jane Sutcliffe (4.0, MG)
14	Maximum Ride: The Manga , James Patterson (2.2, UG)	34	American Born Chinese , Gene Luen Yang (3.3, MG+)
15	Bone: Crown of Horns , Jeff Smith (2.4, MG)	35	The World of Food Chains with Max Axiom, Super Scientist , Liam O'Donnell (4.9, MG)
16	Bone: The Dragonslayer , Jeff Smith (2.6, MG)	36	The Sinking of the Titanic , Matt Doeden (3.8, MG)
17	Bone: Ghost Circles , Jeff Smith (2.5, MG)	37	Exploring Ecosystems with Max Axiom, Super Scientist , Agnieszka Biskup (5.3, MG)
18	Bone: Old Man's Cave , Jeff Smith (2.7, MG)	38	Malice , Chris Wooding (4.5, MG+)
19	Maus: A Survivor's Tale, II: And Here My Troubles Began , Art Spiegelman (3.1, UG)	39	Rapunzel's Revenge , Shannon Hale (3.2, MG)
20	Maximum Ride: The Manga, Vol. 2 , James Patterson (2.1, UG)	40	Tall Tales , Jeff Smith (3.0, MG)

* The average ATOS book level of the top 40 graphic novels read by eighth graders was 4.8. Interest levels: LG = lower grades (K–3), MG = middle grades (4–8), MG+ = middle grades plus (6 and up), and UG = upper grades (9–12). ATOS book level and interest level inform book selection.

Grade 9–12

In total, 21,641 ninth–twelfth graders read 36,885 graphic novels during the 2010–11 school year.

Graphic Novels

Title, Author (ATOS Book Level, Interest Level)*

1	Diary of a Wimpy Kid: The Ugly Truth , Jeff Kinney (5.5, MG)	21	Bone: Crown of Horns , Jeff Smith (2.4, MG)
2	Diary of a Wimpy Kid: Dog Days , Jeff Kinney (5.2, MG)	22	The Tell-Tale Heart , Joeming Dunn (3.9, MG)
3	Diary of a Wimpy Kid: The Last Straw , Jeff Kinney (5.4, MG)	23	Bone: Ghost Circles , Jeff Smith (2.5, MG)
4	Romeo and Juliet (Saddleback) , William Shakespeare (3.2, MG)	24	Bone: Old Man's Cave , Jeff Smith (2.7, MG)
5	Maus: A Survivor's Tale, I: My Father Bleeds History , Art Spiegelman (3.2, UG)	25	The Adventures of Huckleberry Finn (Saddleback) , Mark Twain (3.4, MG)
6	The Scarlet Letter (Saddleback) , Nathaniel Hawthorne (4.2, MG)	26	A Midsummer Night's Dream (Saddleback) , William Shakespeare (2.9, MG)
7	Maximum Ride: The Manga , James Patterson (2.2, UG)	27	Smile , Raina Telgemeier (2.6, MG)
8	Bone: Out from Boneville , Jeff Smith (2.4, MG)	28	A Tale of Two Cities (Saddleback) , Charles Dickens (3.6, MG)
9	Bone: The Great Cow Race , Jeff Smith (2.4, MG)	29	Ghostopolis , Doug TenNapel (2.4, MG)
10	Maus: A Survivor's Tale, II: And Here My Troubles Began , Art Spiegelman (3.1, UG)	30	Big Nate: In a Class by Himself , Lincoln Peirce (3.1, MG)
11	Persepolis: The Story of a Childhood , Marjane Satrapi (3.3, UG)	31	Bone: Treasure Hunters , Jeff Smith (2.9, MG)
12	The Time Machine (Saddleback) , H.G. Wells (4.2, MG)	32	A Christmas Carol (Saddleback) , Charles Dickens (3.7, MG)
13	Maximum Ride: The Manga, Vol. 2 , James Patterson (2.1, UG)	33	Jane Eyre (Saddleback) , Charlotte Brontë (3.3, MG)
14	Bone: Eyes of the Storm , Jeff Smith (2.6, MG)	34	The Salem Witch Trials , Michael Martin (4.2, MG)
15	The Astonishing Adventures of Fanboy and Goth Girl , Barry Lyga (4.3, UG)	35	Dr. Jekyll and Mr. Hyde (Saddleback) , Robert Louis Stevenson (3.3, MG)
16	Bone: The Dragonslayer , Jeff Smith (2.6, MG)	36	Hamlet (Saddleback) , William Shakespeare (2.8, MG)
17	American Born Chinese , Gene Luen Yang (3.3, MG+)	37	The Sinking of the Titanic , Matt Doeden (3.8, MG)
18	The Stonekeeper , Kazu Kibuishi (2.0, MG)	38	Jack and the Beanstalk: The Graphic Novel , Blake A. Hoena (2.3, MG)
19	Bone: Rock Jaw: Master of the Eastern Border , Jeff Smith (2.2, MG)	39	The Stonekeeper's Curse , Kazu Kibuishi (2.5, MG)
20	The Lightning Thief: The Graphic Novel , Rick Riordan (3.1, MG)	40	Harriet Tubman and the Underground Railroad , Michael Martin (3.7, MG)

* The average ATOS book level of the top 40 graphic novels read by ninth–twelfth graders was 4.3. Interest levels: LG = lower grades (K–3), MG = middle grades (4–8), MG+ = middle grades plus (6 and up), and UG = upper grades (9–12). ATOS book level and interest level inform book selection.

Section III: Common Core State Standards Exemplars

With the creation and adoption of the Common Core State Standards (CCSS), the notion of text complexity—the level of challenge presented by a given text—has been brought to the forefront. According to Appendix A of the CCSS, “all students must be able to comprehend texts of steadily increasing complexity as they progress through school. By the time they complete the core, students must be able to read and comprehend independently and proficiently the kinds of complex texts commonly found in college and careers” (p. 2).⁷

To assist educators with reaching these goals, the CCSS includes a list of text exemplars in Appendix B, which illustrate the “complexity, quality, and range of reading appropriate for various grade levels” (p. 8).⁸ Several genres are represented in the text exemplars, but for the purpose of relevancy to the *What Kids Are Reading* report, which focuses on book reading, we chose to highlight Informational Texts and Stories.

The lists that begin on p. 42 present the **Common Core State Standards Exemplars—Informational Text and Stories** from Appendix B⁹ by CCSS grade band as well as show the percent of students reading each book within its assigned band and the individual grade with the highest percentage of students reading the book.¹⁰

Showing both metrics—percent of students reading each book within its CCSS band versus the grade where the book is most frequently read—highlights both sides of the coin: cases in which the exemplars are (1) widely read and most popular within their target grade bands (for example, *Green Eggs and Ham*, an exemplar story for the K–1 grade band, read by 14% of students in kindergarten and grade 1 and read most often in grade 1), and (2) not widely read or read much later than is suggested by the CCSS (for example, *This Land Was Made for You and Me*, an exemplar informational text for the 6–8 grade band, read by less than one percent of students in grades 6–8 and read most often in grade 12).

What *should* kids be reading?

To balance the student point of view represented by the percent of students reading these texts, Renaissance Learning asked a variety of authors, educators, and experts to provide their thoughts on student book selection. In this section, David Coleman, of Student Achievement Partners and a contributing author of the Common Core State Standards, provides commentary (p. 40).

⁷ Common Core State Standards Initiative. (2010). *Common Core State Standards for English language arts & literacy in history/social studies, science, and technical subjects. Appendix A: Research supporting the key elements of the standards, Glossary of terms*. Washington, DC: National Governors Association Center for Best Practices, Council of Chief State School Officers, Council of Chief State School Officers. Retrieved from www.corestandards.org.

⁸ Common Core State Standards Initiative. (2010). *Common Core State Standards for English language arts & literacy in history/social studies, science, and technical subjects*. Washington, DC: National Governors Association Center for Best Practices, Council of Chief State School Officers, Council of Chief State School Officers. Retrieved from www.corestandards.org.

⁹ Common Core State Standards Initiative. (2010). *Common Core State Standards for English language arts & literacy in history/social studies, science, and technical subjects. Appendix B: Text exemplars and sample performance tasks*. Washington, DC: National Governors Association Center for Best Practices, Council of Chief State School Officers, Council of Chief State School Officers. Retrieved from www.corestandards.org.

¹⁰ Determined using data from the Accelerated Reader Real Time database, which includes book-reading records for more than 7.6 million students in grades 1–12 from 24,265 schools nationwide who read more than 241 million books during the 2010–2011 school year.



What *Should* Kids Be Reading?

By David Coleman

As a member of the writing team for the *Common Core State Standards in English Language Arts/Literacy*, I worked with teachers, researchers, and state leaders from across the country on the design of a body of standards that could help our kids read better. In many cases the evidence was overwhelming that our kids' reading habits need to change within and outside of school if they are going to be ready for the demands of college and career.

Perhaps the most striking evidence is that in elementary school it is critical that students read and write about books in history, social studies, science, and the arts to build their knowledge of the world. A strong general knowledge and vocabulary gained through reading, writing, speaking, and listening is essential for later reading growth and achievement. However, today students read overwhelmingly stories in elementary school; students do not read nearly enough rich nonfiction. The Standards require that all students equally read rich literature in elementary school as well as rich nonfiction.

If you look over the lists of the top 40 books students are reading in first through fifth grade in this report, you will find almost all literature. Literature plays an essential role in cultivating students' reading skills and developing their love of reading, and the Standards celebrates the role literature plays in building student knowledge and creativity. However, the Standards also require that in these early years students build rich knowledge of history, science, and the arts to deepen and widen their vocabulary and prepare them for success in every academic subject.

In addition to ensuring that students read a lot more high-quality informational text, the Standards require that kids read texts of increasing complexity as they grow older. The single most important predictor of student success in college is their ability to read a range of complex text with understanding. That is, it is critical not just that kids can read, but that they can read and comprehend sufficiently complex text. Based on this research, the Standards provide annual goals for the level of the texts students need to be reading in order to be on track to college.

If you examine the top 40 lists of what students are reading today in sixth–twelfth grade, you will find much of it is not complex enough to prepare them for the rigors of college and career. Teachers, parents, and students need to work together to ensure that students are reading far more challenging books and practicing every year reading more demanding text. Students will not likely choose sufficiently challenging text on their own; they need to be challenged and supported to build their strength as readers by stretching to the next level.

Of course, the quality of text students read always matters. Given the emphasis of the Standards on careful reading, many of the books students read should be worthy of close attention and careful re-reading for understanding. To become career and college ready, students must grapple with a range of works that span many genres, cultures, and eras and model the kinds of thinking and writing students should aspire to in their own work.

Finally, it does not only matter what students read but how they read. When summing up the Standards, we often say, “students should read like a detective and write like an investigative reporter.” A strong,

college- and career-ready reader pays careful attention to evidence when reading. Students, when speaking and writing about what they have read, need to have a command of evidence from the text, and to understand what they can logically infer from evidence within and across texts. C.S. Lewis puts it beautifully when he says that a great reader is often one who reads more than once, who looks and looks again. Henry James has described a fine reader and writer as someone “on whom nothing is lost.”

Reading complex fiction and nonfiction and reading it with understanding, these are the key ingredients of a college- and career-ready reader.

David Coleman is a founding partner of Student Achievement Partners. David went to public school in New York City until attending Yale, where he started Branch—an innovative community service program that worked with students at an inner city New Haven high school.

David is a Rhodes Scholar who studied English literature and Greek philosophy at Oxford and Cambridge. David is a founder of the Grow Network, an organization committed to making assessment results truly useful for teachers, parents, and students. Grow was acquired by McGraw-Hill in 2005.

David left McGraw-Hill in 2007 to co-found Student Achievement Partners, a nonprofit that assembles educators and researchers to design actions based on evidence to improve student outcomes. Student Achievement Partners played a leading role in developing the Common Core State Standards in literacy and mathematics, and David now helps lead the organization's work with teachers and policymakers to achieve the promise of the Common Core State Standards.

Please note: *There is no financial relationship between David Coleman and Renaissance Learning, Inc.*

Common Core State Standards Exemplars—Informational Texts and Stories

Common Core State Standards: K–1 Band			
Category	Title, Author (ATOS Book Level, Interest Level)*	Percent Read in K–1 Band**	Most Popular Grade***
Informational Texts	My Five Senses , Ailiki (2.0, LG)	0.66	2
	Starfish , Edith Thacher Hurd (2.3, LG)	0.06	2
	A Tree Is a Plant , Clyde Robert Bulla (2.3, LG)	0.06	2
	A Weed Is a Flower: The Life of George Washington Carver , Ailiki (4.3, LG)	0.01	2
Stories	Green Eggs and Ham , Dr. Seuss (1.5, LG)	14.28	1
	Are You My Mother? , P.D. Eastman (1.6, LG)	9.13	1
	Hi, Fly Guy! , Tedd Arnold (1.5, LG)	4.38	1
	Frog and Toad Together , Arnold Lobel (2.9, LG)	2.22	2
	Put Me in the Zoo , Robert Lopshire (1.4, LG)	1.63	1
	Little Bear , Else Holmelund Minarik (2.4, LG)	1.43	2
	Owl at Home , Arnold Lobel (2.7, LG)	0.71	2

* Interest levels: LG = lower grades (K–3), MG = middle grades (4–8), MG+ = middle grades plus (6 and up), and UG = upper grades (9–12). ATOS book level and interest level inform book selection; ** Percent of students in grades K–1 who read each book; *** Grade in which book was read by the highest percentage of students.

Common Core State Standards: 2–3 Band			
Category	Title, Author (ATOS Book Level, Interest Level)*	Percent Read in 2–3 Band**	Most Popular Grade***
Informational Texts	Bat Loves the Night , Nicola Davies (3.4, LG)	0.69	3
	From Seed to Plant , Gail Gibbons (3.4, LG)	0.49	2
	Bats: Creatures of the Night , Joyce Milton (2.9, LG)	0.32	2
	So You Want to Be President? , Judith St. George (4.8, MG)	0.25	4
	Martin Luther King, Jr. and the March on Washington , Frances E. Ruffin (3.3, LG)	0.14	3
	A Medieval Feast , Alikei (4.6, LG)	0.03	4
	Throw Your Tooth on the Roof: Tooth Traditions from Around the World , Selby B. Beeler (4.2, LG)	0.03	3
	Boy, Were We Wrong About Dinosaurs! , Kathleen V. Kudlinski (5.0, LG)	0.02	5
	Moonshot: The Flight of Apollo 11 , Brian Floca (4.8, LG)	0.02	4
	Where Do Polar Bears Live? , Sarah L. Thomson (4.0, LG)	0.01	3
	Art Around the World , Heather Leonard (3.8, LG)	0.01	3
Stories	Henry and Mudge: The First Book of Their Adventures , Cynthia Rylant (2.7, LG)	4.15	2
	Tops & Bottoms , Janet Stevens (3.2, LG)	2.61	3
	Sarah, Plain and Tall , Patricia MacLachlan (3.4, MG)	1.75	4
	The Stories Julian Tells , Ann Cameron (3.4, LG)	0.50	3
	My Father's Dragon , Ruth Stiles Gannett (5.6, LG)	0.49	3
	The Treasure , Uri Shulevitz (3.0, LG)	0.47	3
	Cowgirl Kate and Cocoa , Erica Silverman (2.3, LG)	0.41	2
	The Fire Cat , Esther Averill (2.9, LG)	0.40	2
	Amos & Boris , William Steig (4.7, LG)	0.35	3
	Poppleton in Winter , Cynthia Rylant (2.5, LG)	0.35	2
	The Raft , Jim LaMarche (4.1, LG)	0.10	4
	The One-Eyed Giant , Mary Pope Osborne (4.8, MG)	0.08	5
The Lighthouse Family: The Storm , Cynthia Rylant (4.4, LG)	0.02	3	

* Interest levels: LG = lower grades (K–3), MG = middle grades (4–8), MG+ = middle grades plus (6 and up), and UG = upper grades (9–12). ATOS book level and interest level inform book selection; ** Percent of students in grades 2–3 who read each book; *** Grade in which book was read by the highest percentage of students.

Common Core State Standards: 4–5 Band			
Category	Title, Author (ATOS Book Level, Interest Level)*	Percent Read in 4–5 Band**	Most Popular Grade***
Informational Texts	Volcanoes , Seymour Simon (5.1, MG)	0.37	5
	Horses , Seymour Simon (5.2, LG)	0.03	5
	Hurricanes: Earth's Mightiest Storms , Patricia Lauber (6.0, MG)	0.02	5
	We Are the Ship: The Story of Negro League Baseball , Kadir Nelson (5.9, MG)	0.01	5
	Toys! Amazing Stories Behind Some Great Inventions , Don L. Wulffson (6.8, MG)	0.01	5
	Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea , Sy Montgomery (5.3, MG)	< 0.01	5
	My Librarian Is a Camel: How Books Are Brought to Children Around the World , Margriet Ruurs (6.3, MG)	< 0.01	6
	About Time: A First Look at Time and Clocks , Bruce Koscielniak (6.7, LG)	< 0.01	5
	England: The Land , Erinn Banting (7.5, MG)	< 0.01	6
	The Kid's Guide to Money: Earning It, Saving It, Spending It, Growing It, Sharing It , Steve Otfinoski (7.2, MG)	–	7
Stories	Tuck Everlasting , Natalie Babbitt (5.0, MG)	2.19	6
	Bud, Not Buddy , Christopher Paul Curtis (5.0, MG)	1.95	5
	The Black Stallion , Walter Farley (5.2, MG)	0.53	4
	The Secret Garden (Unabridged) , Frances Hodgson Burnett (6.3, MG)	0.50	5
	Where the Mountain Meets the Moon , Grace Lin (5.5, MG)	0.18	5
	Alice's Adventures in Wonderland (Unabridged) , Lewis Carroll (7.4, MG)	0.15	6
	The Little Prince , Antoine de Saint-Exupery (5.0, MG)	0.08	12
	The Birchbark House , Louise Erdrich (6.1, MG)	0.06	5
M.C. Higgins, the Great , Virginia Hamilton (4.4, MG)	0.01	6	

* Interest levels: LG = lower grades (K–3), MG = middle grades (4–8), MG+ = middle grades plus (6 and up), and UG = upper grades (9–12). ATOS book level and interest level inform book selection; ** Percent of students in grades 4–5 who read each book; *** Grade in which book was read by the highest percentage of students.

Dash (–) = book not read in CCSS grade band

Common Core State Standards: 6–8 Band			
Category	Title, Author (ATOS Book Level, Interest Level)*	Percent Read in 6–8 Band**	Most Popular Grade***
Informational Texts: English Language Arts	Narrative of the Life of Frederick Douglass: An American Slave , Frederick Douglass (7.9, UG)	0.06	11
	Harriet Tubman: Conductor on the Underground Railroad , Ann Petry (6.6, MG)	0.05	8
	Travels with Charley: In Search of America , John Steinbeck (6.7, UG)	< 0.01	12
Informational Texts: History/Social Studies	The Great Fire , Jim Murphy (7.6, UG)	0.06	7
	A Night to Remember , Walter Lord (7.0, UG)	0.04	10
	Freedom Walkers: The Story of the Montgomery Bus Boycott , Russell Freedman (7.7, MG)	0.01	6
	Vincent van Gogh: Portrait of an Artist , Jan Greenberg (7.6, MG)	< 0.01	9
	A Short Walk Around the Pyramids & Through the World of Art , Philip Isaacson (6.7, UG)	< 0.01	9
	This Land Was Made for You and Me: The Life and Songs of Woody Guthrie , Elizabeth Partridge (7.0, UG)	< 0.01	12
Informational Texts: Science, Mathematics, and Technology	The Number Devil: A Mathematical Adventure , Hans Magnus Enzensberger (4.4, MG)	0.01	7
	Cathedral: The Story of Its Construction , David Macaulay (7.3, MG)	< 0.01	7
	Geeks: How Two Boys Rode the Internet out of Idaho , Jon Katz (8.3, UG)	< 0.01	9
Stories	Roll of Thunder, Hear My Cry , Mildred D. Taylor (5.7, MG)	1.80	7
	A Wrinkle in Time , Madeleine L'Engle (4.7, MG)	1.01	6
	The Adventures of Tom Sawyer (Unabridged) , Mark Twain (8.1, MG)	0.28	8
	Dragonwings , Laurence Yep (5.3, MG+)	0.15	7
	Little Women (Book I and II) (Unabridged) , Louisa May Alcott (7.9, MG)	0.08	8
	The Dark Is Rising , Susan Cooper (6.2, MG)	0.07	8
	The Tale of the Mandarin Ducks , Katherine Paterson (5.6, LG)	0.04	5
	Black Ships Before Troy: The Story of the Iliad , Rosemary Sutcliff (6.8, MG)	0.02	6
The People Could Fly: American Black Folktales , Virginia Hamilton (4.3, MG)	< 0.01	5	

* Interest levels: LG = lower grades (K–3), MG = middle grades (4–8), MG+ = middle grades plus (6 and up), and UG = upper grades (9–12). ATOS book level and interest level inform book selection; ** Percent of students in grades 6–8 who read each book; *** Grade in which book was read by the highest percentage of students.

Common Core State Standards: 9–10 Band			
Category	Title, Author (ATOS Book Level, Interest Level)*	Percent Read in 9–10 Band**	Most Popular Grade***
Informational Texts: English Language Arts	I Know Why the Caged Bird Sings , Maya Angelou (6.7, UG)	0.14	10
	I Have a Dream , Martin Luther King Jr. (7.2, MG)	0.06	10
	The Gettysburg Address , Abraham Lincoln (4.3, MG)	0.02	8
Informational Texts: History/Social Studies	Bury My Heart at Wounded Knee: An Indian History of the American West , Dee Brown (7.9, UG)	< 0.01	12
	Before Columbus: The Americas of 1491 , Charles C. Mann (8.1, MG)	< 0.01	7
	Black, Blue & Gray: African Americans in the Civil War , Jim Haskins (10.0, UG)	–	8
	The Longitude Prize , Joan Dash (8.6, UG)	–	8
Informational Texts: Science, Mathematics, and Technology	The Hot Zone , Richard Preston (7.3, UG)	0.26	9
	The Race to Save the Lord God Bird , Phillip Hoose (7.9, UG)	< 0.01	8
Stories	To Kill a Mockingbird , Harper Lee (5.6, UG)	4.92	9
	Fahrenheit 451 , Ray Bradbury (5.2, UG)	0.99	10
	The Gift of the Magi , O. Henry (6.2, UG)	0.89	9
	The Odyssey , Homer (10.3, UG)	0.45	9
	Things Fall Apart , Chinua Achebe (6.2, UG)	0.35	12
	The Book Thief , Markus Zusak (5.1, UG)	0.33	10
	The Metamorphosis , Franz Kafka (10.5, UG)	0.18	12
	The Joy Luck Club , Amy Tan (5.7, UG)	0.11	10
	The Grapes of Wrath , John Steinbeck (4.9, UG)	0.09	11
	The Killer Angels , Michael Shaara (4.7, UG)	0.03	9
	In the Time of the Butterflies , Julia Alvarez (5.8, UG)	0.03	11
Candide , Voltaire (7.3, UG)	0.02	12	

* Interest levels: LG = lower grades (K–3), MG = middle grades (4–8), MG+ = middle grades plus (6 and up), and UG = upper grades (9–12). ATOS book level and interest level inform book selection; ** Percent of students in grades 9–10 who read each book; *** Grade in which book was read by the highest percentage of students.

Dash (–) = book not read in CCSS grade band

Common Core State Standards: 11–CCR (College and Career Readiness) Band			
Category	Title, Author (ATOS Book Level, Interest Level)*	Percent Read in 11–CCR Band**	Most Popular Grade***
Informational Texts: English Language Arts	Black Boy (American Hunger) , Richard Wright (7.4, UG)	0.03	10
	Walden , Henry David Thoreau (8.7, UG)	0.01	11
Informational Texts: History/Social Studies	1776 , David G. McCullough (9.1, UG)	0.01	11
Stories	The Great Gatsby , F. Scott Fitzgerald (7.3, UG)	3.70	11
	The Scarlet Letter (Unabridged) , Nathaniel Hawthorne (11.7, UG)	1.88	11
	Pride and Prejudice (Unabridged) , Jane Austen (12.0, UG)	0.87	12
	Their Eyes Were Watching God , Zora Neale Hurston (5.6, UG)	0.62	11
	Jane Eyre (Unabridged) , Charlotte Brontë (7.9, UG)	0.41	12
	The Bluest Eye , Toni Morrison (5.2, UG)	0.20	11
	The Cask of Amontillado , Edgar Allan Poe (7.3, UG)	0.19	9
	A Farewell to Arms , Ernest Hemingway (6.0, UG)	0.12	11
	Crime and Punishment , Fyodor Dostoyevsky (8.7, UG)	0.09	12
	As I Lay Dying , William Faulkner (5.4, UG)	0.05	11
	The Canterbury Tales , Geoffrey Chaucer (8.1, UG)	0.04	12
	The Namesake , Jhumpa Lahiri (7.2, UG)	0.04	11
	A White Heron , Sarah Jewett (7.2, UG)	0.03	12
	Billy Budd, Sailor , Herman Melville (10.6, UG)	0.02	12
	Don Quixote , Miguel de Cervantes Saavedra (13.2, UG)	< 0.01	8
Dreaming in Cuban , Cristina García (6.5, UG)	< 0.01	10	

* Interest levels: LG = lower grades (K–3), MG = middle grades (4–8), MG+ = middle grades plus (6 and up), and UG = upper grades (9–12). ATOS book level and interest level inform book selection; ** Percent of students in grades 11–CCR who read each book; *** Grade in which book was read by the highest percentage of students.

Section IV: Librarians' Picks

Each fall, Renaissance Learning asks librarians to lend their expertise to a special search feature in AR BookFinder (www.arbookfind.com) called Librarians' Picks. In fall 2011, more than 30,000 librarians spanning all 50 U.S. states and the District of Columbia voted for the books they would likely recommend to students. The list of 800 books from which they were asked to choose included the 200 most popular titles¹¹ per interest level published in calendar year 2010.

Interest level, which is based on publisher recommendations, provides a qualitative measure that refers to the sophistication and maturity level of a book's content, ideas, and themes. Interest levels are divided into four categories: LG for lower grades (K–3), MG for middle grades (4–8), MG+ for middle grades plus (6 and up, for more mature middle-grade readers), and UG for upper grades (9–12). Interest level and ATOS book level, which provides a quantitative measure of text complexity, are intended to work together to inform the book-selection process.

Librarians' Picks is one of many search criteria in AR BookFinder, along with topic, lists of award winners, state-specific choices, and so forth, that students, parents, and educators can use to search for appropriate books for kids to read. This online tool facilitates easy book selection by providing ATOS book levels, interest levels, genres, and descriptions for all books with Accelerated Reader quizzes available.

The lists that begin on p. 52 present the **Librarians' Picks: Top 25 Books by Interest Level** as well as show the percent of students reading each book within its interest level grade range and the individual grade with the highest percentage of students reading the book.¹²

What *should* kids be reading?

To balance the student point of view represented by the percent of students reading these texts, Renaissance Learning asked a variety of authors, educators, and experts to provide their thoughts on student book selection. In this section, Terri Kirk, librarian at Reidland High School in Paducah, KY, provides commentary (p. 50).

¹¹ Title popularity is based on AR quiz sales and usage.

¹² Determined using data from the Accelerated Reader Real Time database, which includes book-reading records for more than 7.6 million students in grades 1–12 from 24,265 schools nationwide who read more than 241 million books during the 2010–2011 school year.



What *Should* Kids Be Reading?

By Terri Kirk

What should kids be reading?

Maybe I should start out with what students shouldn't be reading! They shouldn't be required to read books that are over 200 pages. They shouldn't be reading things that are developmentally inappropriate, no matter what their reading level is.

"I hate to read" is a common saying among teenagers. However, many of them hate to read because they haven't been allowed to read things that they like. The basic tenet of getting all students to read is to let them choose what they are interested in.

For many students, particularly boys, what interests them may be found in the nonfiction section. I find that they would rather read many short books about specific topics rather than one long book. Usually they have some knowledge about the subject and are eager to learn more. Some of the most popular subjects in my library are sports, including extreme sports like skateboarding, racing, and hunting; the armed forces; and vehicles. Biographies of sports figures are also very popular. The Sports Greats series, typically 64 pages or fewer, are frequently checked out.

For girls who are reluctant readers, the ticket to getting them interested is finding something that can hook them as well. Many times it is a romance. One particular book that seems to get them excited about reading is *Perfect Chemistry* by Simone Elkeles, a story of two teenagers who are the most unlikely candidates for love but find each other and become better for their relationship. Sarah Dessen, Deb Caletti, and Maureen Johnson books are also perfect romance books.

Orca Soundings are a good place to start with reluctant readers. The books are short and have great stories that interest high school students. Sometimes a long book puts the reluctant reader off before they even get started. The short Orca books are perfect. The stories are gripping and deal with very real topics. The covers are even interesting and the books are targeted for boys or for girls.

For both boy and girl high school reluctant readers, I've found Ellen Hopkins' books like *Crank*, *Glass*, and *Impulse* are often the books that captivate them. They are written in an open prose form that some might find difficult at first but, with a little guidance, the reluctant reader falls hard for these books. Of the 15 copies of 6 titles in my library, all are checked out and holds are placed for most of them. They are some of the most stolen books in the library, which shows their popularity with my students!

Humorous books for both boys and girls are easy to "sell." Meg Cabot, Sarah Mlynowski, and E. Lockhart have very funny books for girls. Gordan Korman, Don Calame, and Debra Garfinkle write hilarious books for boys.

Sports books for boys by Carl Deuker, Chris Crutcher, Paul Volponi, among others, are very popular. Adventure stories by Gary Paulsen, Robb White, and Watt Key are excellent books for boys. Spy-type adventures like the Maximum Ride series, Alex Rider series, and the Quantum Prophecy series are also very popular.

Once students realize that books are entertaining and enlightening, finding other books that are interesting is an easier task for librarians and teachers.

Series are particularly popular with teenagers. If a librarian can get a student to read *The Hunger Games*, *The Maze Runner*, or *Artemis Fowl* or, for girls, *The Awakening*, *Evernight*, *House of Night*, *Gossip Girl*, or *The Clique*, it usually means that they'll be asking for the next one and the next one in the series. Another that boys are particularly interested in is the Percy Jackson series. While their audience is middle grades, my high school boys love them and are currently waiting for the third one in the Heroes of Olympus series.

There is a place for required reading. If students are in Advanced Placement courses, books that are on the AP list should be required. However, they can be allowed to have free choice from that list. For younger students, a list that includes the Newbery award winners is totally appropriate. Another strategy would be to ask students to read from different genres. This encourages good readers to become well read which, in my opinion, is a worthwhile goal for our students.

Another way that teachers can use required reading is to use class time for guided activities with the book. One of my pet peeves is that students are often required to read things that they are not developmentally ready for. One example is *Animal Farm*. The book is an easy enough read for most middle school students but they have no knowledge of the history that surrounds the book. Unless the teacher takes time to tell the background of the story, i.e., the history that is behind the book, the students cannot fully appreciate it. Another book that is often read in middle school is *To Kill a Mockingbird*. One of the basic ideas in the book is incest. Students who read that book at an early age tell me that they didn't realize that is what happened. To me, that book should be reserved for older students who can better understand why the judgment against Tom Robinson is so abhorrent.

Finally, the best way to get students to be well read is to know your students and your collection. Knowing the activities, home lives, and personal interests of your students will help you when you build your collection. Keeping up with the newest books is hard when budgets are tight but having a wide selection is vital. Reading library journals, visiting book stores to browse, and talking with other librarians is crucial. Most importantly, reading lots of books makes us better able to help our students. Reading a wide variety of genres, even when it may not be something that you would select, enables you to be the expert when it comes to helping students find the perfect book.

Terri Kirk is a librarian at Reidland High School located in far western Kentucky. She is in her 24th year serving as a high school librarian and still thinks it is the best job in the world. She reads at least 100 books per year and keeps the list on her webpage at http://rhsweb.mccracken.kyschools.us/~tkirk/RHS_Library/Great_Reads_for_Teens.html

Librarians' Picks: Top 25 Books by Interest Level

Top 25 Librarians' Picks by Interest Level LG (Lower Grades, K–3)			
Rank	Title, Author (ATOS Book Level, Interest Level)*	Percent Read in K–3**	Most Popular Grade***
1	Judy Moody, Girl Detective , Megan McDonald (3.5, LG)	0.10	3
2	Buzz Boy and Fly Guy , Tedd Arnold (1.3, LG)	2.30	1
3	Fly Guy Meets Fly Girl! , Tedd Arnold (1.4, LG)	2.83	1
4	Leprechaun in Late Winter , Mary Pope Osborne (3.6, LG)	0.83	3
5	A Ghost Tale for Christmas Time , Mary Pope Osborne (3.6, LG)	0.54	3
6	Knuffle Bunny Free: An Unexpected Diversion , Mo Willems (2.7, LG)	0.31	2
7	The Book Report from the Black Lagoon , Mike Thaler (2.5, LG)	1.35	3
8	Biscuit Meets the Class Pet , Alyssa Satin Capucilli (0.8, LG)	1.08	1
9	Stink: Solar System Superhero , Megan McDonald (3.4, LG)	0.27	3
10	Mrs. Lizzy Is Dizzy! , Dan Gutman (3.7, LG)	0.24	3
11	Miss Laney Is Zany! , Dan Gutman (3.5, LG)	0.33	3
12	Mr. Tony Is Full of Baloney! , Dan Gutman (3.8, LG)	0.15	3
13	Miss Mary Is Scary! , Dan Gutman (3.3, LG)	0.30	3
14	Fancy Nancy: Poet Extraordinaire! , Jane O'Connor (3.1, LG)	0.24	2
15	Bad Kitty vs. Uncle Murray: The Uproar at the Front Door , Nick Bruel (2.9, LG)	1.63	3
16	The Author Visit from the Black Lagoon , Mike Thaler (3.6, LG)	0.09	3
17	Fancy Nancy: Ooh La La! It's Beauty Day , Jane O'Connor (3.6, LG)	0.23	3
18	Fancy Nancy and the Delectable Cupcakes , Jane O'Connor (2.1, LG)	0.48	2
19	Scaredy-Cat, Splat! , Rob Scotton (3.0, LG)	0.26	2
20	Ivy and Bean What's the Big Idea? , Annie Barrows (3.9, LG)	0.05	3
21	Flat Stanley and the Haunted House , Jeff Brown (2.2, LG)	2.45	3
22	Hot Rod Hamster , Cynthia Lord (1.7, LG)	0.78	1
23	Clementine, Friend of the Week , Sara Pennypacker (4.2, LG)	0.11	3
24	City Dog, Country Frog , Mo Willems (2.3, LG)	0.25	2
25	The Summer Vacation from the Black Lagoon , Mike Thaler (2.5, LG)	0.40	3

Note: Librarians chose from a list of books that included the 200 most popular titles (based on AR quiz sales and usage) per interest level that were published in calendar year 2010.

* Interest levels: LG = lower grades (K–3), MG = middle grades (4–8), MG+ = middle grades plus (6 and up), and UG = upper grades (9–12). ATOS book level and interest level inform book selection; ** Percent of students in grades K–3 who read each book; *** Grade in which book was read by the highest percentage of students.

Top 25 Librarians' Picks by Interest Level MG (Middle Grades, 4–8)			
Rank	Title, Author (ATOS Book Level, Interest Level)*	Percent Read in 4–8**	Most Popular Grade***
1	Diary of a Wimpy Kid: The Ugly Truth , Jeff Kinney (5.5, MG)	19.12	5
2	The Lost Hero , Rick Riordan (4.5, MG)	3.06	6
3	The Red Pyramid , Rick Riordan (4.5, MG)	2.35	6
4	Sabotaged , Margaret Peterson Haddix (5.0, MG)	0.52	6
5	Framed , Gordon Korman (5.2, MG)	0.73	5
6	Hero , Mike Lupica (4.6, MG)	0.13	7
7	The Batboy , Mike Lupica (5.7, MG)	0.26	7
8	Lawn Boy Returns , Gary Paulsen (5.6, MG)	0.13	6
9	The Lightning Thief: The Graphic Novel , Rick Riordan (3.1, MG)	0.19	6
10	Shoot-Out , Mike Lupica (5.1, MG)	0.04	6
11	Big Nate Strikes Again , Lincoln Peirce (3.0, MG)	1.31	4
12	The Strange Case of Origami Yoda , Tom Angleberger (4.7, MG)	0.60	4
13	Theodore Boone: Kid Lawyer , John Grisham (5.2, MG)	0.30	6
14	The Ghost of Crutchfield Hall , Mary Downing Hahn (4.4, MG)	0.13	5
15	Artemis Fowl: The Atlantis Complex , Eoin Colfer (6.2, MG)	0.17	8
16	Big Nate: In a Class by Himself , Lincoln Peirce (3.1, MG)	1.74	4
17	Into the Gauntlet , Margaret Peterson Haddix (4.6, MG)	0.43	6
18	I Survived: The Sinking of the Titanic, 1912 , Lauren Tarshis (3.9, MG)	0.50	4
19	The Karate Mouse , Geronimo Stilton (4.0, MG)	0.43	3
20	The Emperor's Code , Gordon Korman (5.3, MG)	0.36	6
21	Charlie Bone and the Red Knight , Jenny Nimmo (5.1, MG)	0.12	6
22	Big Nate: From the Top , Lincoln Peirce (2.5, MG)	0.24	4
23	Lone Wolf , Kathryn Lasky (6.2, MG)	0.30	5
24	I'm Not a Supermouse! , Geronimo Stilton (3.8, MG)	0.12	3
25	Roberto & Me: A Baseball Card Adventure , Dan Gutman (4.1, MG)	0.10	6

Note: Librarians chose from a list of books that included the 200 most popular titles (based on AR quiz sales and usage) per interest level that were published in calendar year 2010.

* Interest levels: LG = lower grades (K–3), MG = middle grades (4–8), MG+ = middle grades plus (6 and up), and UG = upper grades (9–12). ATOS book level and interest level inform book selection; ** Percent of students in grades 4–8 who read each book; *** Grade in which book was read by the highest percentage of students.

Top 25 Librarians' Picks by Interest Level MG+ (Middle Grades Plus, 6 and Up)			
Rank	Title, Author (ATOS Book Level, Interest Level)*	Percent Read in 6–12**	Most Popular Grade***
1	Mockingjay , Suzanne Collins (5.3, MG+)	3.22	8
2	Maximum Ride: Fang , James Patterson (4.6, MG+)	0.67	8
3	Woods Runner , Gary Paulsen (5.5, MG+)	0.30	5
4	Eleventh Grade Burns , Heather Brewer (5.3, MG+)	0.77	8
5	Twelfth Grade Kills , Heather Brewer (5.1, MG+)	0.62	8
6	Witch & Wizard: Battle for Shadowland , James Patterson (3.6, MG+)	–	–
7	The Gift , James Patterson (5.2, MG+)	0.20	8
8	Lockdown , Walter Dean Myers (4.7, MG+)	0.06	10
9	Three Black Swans , Caroline B. Cooney (4.7, MG+)	0.04	8
10	Only the Good Spy Young , Ally Carter (5.0, MG+)	0.33	8
11	Runaway , Meg Cabot (5.0, MG+)	0.15	8
12	Heist Society , Ally Carter (5.5, MG+)	0.13	8
13	Incarceron , Catherine Fisher (4.6, MG+)	0.15	8
14	Behemoth , Scott Westerfeld (5.4, MG+)	0.09	8
15	They Never Came Back , Caroline B. Cooney (4.7, MG+)	0.06	8
16	Bloody Horowitz , Anthony Horowitz (5.5, MG+)	0.01	6
17	I Am Number Four , Pittacus Lore (4.4, UG)	0.48	8
18	Daniel X: Demons and Druids , James Patterson (5.4, UG)	0.13	8
19	This World We Live In , Susan Beth Pfeffer (4.2, MG+)	0.10	8
20	Chasing Orion , Kathryn Lasky (4.7, MG+)	< 0.01	7
21	My Little Phony , Lisi Harrison (5.1, MG+)	0.19	8
22	Sapphique , Catherine Fisher (4.4, MG+)	0.05	11
23	Movers & Fakers , Lisi Harrison (6.2, MG+)	0.12	8
24	Monster High , Lisi Harrison (4.5, MG+)	0.11	6
25	The Light , D.J. MacHale (4.3, MG+)	0.09	8

Note: Librarians chose from a list of books that included the 200 most popular titles (based on AR quiz sales and usage) per interest level that were published in calendar year 2010.

* Interest levels: LG = lower grades (K–3), MG = middle grades (4–8), MG+ = middle grades plus (6 and up), and UG = upper grades (9–12). ATOS book level and interest level inform book selection; ** Percent of students in grades 6–12 who read each book; *** Grade in which book was read by the highest percentage of students.

Dash (–) = book not read

Top 25 Librarians' Picks by Interest Level UG (Upper Grades, 9–12)			
Rank	Title, Author (ATOS Book Level, Interest Level)*	Percent Read in 9–12**	Most Popular Grade***
1	The Scorch Trials , James Dashner (5.0, UG)	0.20	8
2	Linger , Maggie Stiefvater (5.4, UG)	0.46	8
3	Burned: House of Night Novel , P.C. Cast (5.5, UG)	0.74	12
4	House Rules , Jodi Picoult (5.8, UG)	0.24	12
5	Clockwork Angel , Cassandra Clare (5.6, UG)	0.31	11
6	Safe Haven , Nicholas Sparks (5.3, UG)	0.47	12
7	Maximum Ride: The Manga, Vol. 3 , James Patterson (2.3, UG)	0.02	7
8	Bruiser , Neal Shusterman (5.5, UG)	0.07	9
9	Hush, Hush , Becca Fitzpatrick (4.5, UG)	0.67	10
10	Fallout , Ellen Hopkins (3.6, UG)	0.61	11
11	Num8ers , Rachel Ward (4.4, UG)	0.12	9
12	The Short Second Life of Bree Tanner: An Eclipse Novella , Stephenie Meyer (4.8, UG)	0.54	8
13	Cross Fire , James Patterson (5.1, UG)	0.01	12
14	Matched , Ally Condie (4.8, UG)	0.17	8
15	Crescendo , Becca Fitzpatrick (4.8, UG)	0.26	10
16	Gone , Lisa McMann (3.6, UG)	0.20	11
17	Before I Fall , Lauren Oliver (5.4, UG)	0.38	10
18	The 9th Judgment , James Patterson (5.3, UG)	0.03	12
19	Dark Flame , Alyson Noël (6.5, UG)	0.27	12
20	Torment , Lauren Kate (5.4, UG)	0.24	8
21	The Girl Who Played with Fire , Stieg Larsson (6.2, UG)	0.06	12
22	Wanted: A Pretty Little Liars Novel , Sara Shepard (5.0, UG)	0.32	8
23	The Confession , John Grisham (6.1, UG)	0.02	11
24	The Girl Who Kicked the Hornet's Nest , Stieg Larsson (6.2, UG)	0.03	12
25	Night Star , Alyson Noël (6.6, UG)	0.11	8

Note: Librarians chose from a list of books that included the 200 most popular titles (based on AR quiz sales and usage) per interest level that were published in calendar year 2010.

* Interest levels: LG = lower grades (K–3), MG = middle grades (4–8), MG+ = middle grades plus (6 and up), and UG = upper grades (9–12). ATOS book level and interest level inform book selection; ** Percent of students in grades 9–12 who read each book; *** Grade in which book was read by the highest percentage of students.

Section V: Frequently Challenged Books

As stated on the American Library Association website, “Each year, the ALA’s Office for Intellectual Freedom compiles a list of the top ten most frequently challenged books in order to inform the public about censorship in libraries and schools.”¹³

The lists that begin on p. 60 present the **Top 10 Challenged Books by Year, 2008–2010, from the ALA Office for Intellectual Freedom** as well as show the percent of students reading each book in grades 1–12 and the individual grade with the highest percentage of students reading the book.¹⁴

What *should* kids be reading?

To balance the student point of view represented by the percent of students reading these texts, Renaissance Learning asked a variety of authors, educators, and experts to provide their thoughts on student book selection. In this section, Ellen Hopkins, author of *Crank*, which appears on the challenged book list for 2010, provides commentary (p. 58).

¹³ <http://www.ala.org/advocacy/banned/frequentlychallenged/21stcenturychallenged>

¹⁴ Determined using data from the Accelerated Reader Real Time database, which includes book-reading records for more than 7.6 million students in grades 1–12 from 24,265 schools nationwide who read more than 241 million books during the 2010–2011 school year.



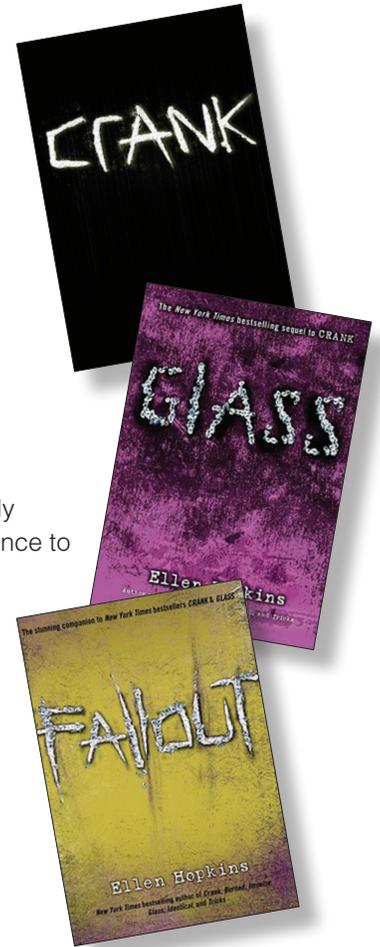
What *Should* Kids Be Reading?

By Ellen Hopkins

We live in dangerous times. After decades of forward movement, progressing toward equal rights for all people, America has come under attack from within. From Minnesota to Arizona, Wisconsin to Tennessee, narrow interest groups have emerged with clear agendas of disenfranchisement. And, unbelievably, they're finding the resources to push their agendas through. At stake are diversity, civil liberties, and the first amendment—the very foundation of this great country.

Consider:

- In Arizona schools, multicultural studies have been outlawed.¹⁵ In Tucson, school district administrators have gone so far as to remove books written by Hispanic or Native American authors from classrooms.¹⁶
- Also in AZ, a bill has been introduced which would require teachers to use only G-rated books in their classrooms.¹⁷ Zero profanity. No sex, sexuality, or reference to certain body parts. Not only that, but they want to disallow teachers from using profanity, even off campus, or risk losing their salaries or jobs.¹⁸
- In Tennessee, a political group has called for school textbooks to prettify slavery or even remove references to it and the Native American genocide altogether.¹⁹
- Wisconsin legislators want to bar sex education, other than abstinence, from classrooms. The bill, which has already passed the senate and is currently before the legislature, specifically prohibits discussion of puberty, pregnancy, parenting, body image, gender stereotypes, and contraceptive education including health benefits and proper use.²⁰
- Under pressure from the Minnesota Family Council, Governor Tim Pawlenty vetoed strong anti-bullying legislation. The MFC claimed the bill gave preferential treatment to homosexuals, bisexuals, cross dressers, and transvestites, and that homosexual activists would use it as leverage to promote acceptance and normalization of homosexuality, homosexual marriage, and unhealthy sexual behaviors.²¹
- The Texas Board of Education approved a social studies curriculum which questions the Founding Fathers' commitment to a purely secular government and refused to include more Latino figures as role models for the state's large Hispanic population.²²
- One of the sponsors of the 2012 Conservative Political Action Conference (CPAC) called Nelson Mandela a "bloodthirsty terrorist."²³ Featured at the convention was a panel called "The Failure of Multiculturalism: How the Pursuit of Diversity is Weakening the American Identity."²⁴ CPAC was attended by nearly every major conservative American politician and pundit.
- The Missouri House of Representatives has just introduced a bill that would force elementary, high school, and even college professors, to teach creationism as accepted science.²⁵ A similar bill is being debated in Indiana.²⁶



Now let's take a look at the most frequently challenged books for the past three years. What topics do they address? Sexuality. Gender identity. Physical, mental, and sexual abuse. Drugs. Race and racism. Religion. Diversity. The same issues that are being scrubbed or excised from schools, textbooks, discussions and, should certain special interests succeed, our society as a whole.

But these are human truths. They are facets of our vibrant cultural landscape and must be embraced, not denied. It is vital that our children are raised with empathy, knowledge, and understanding of those who are different, yes, but also of themselves. To realize that diversity enriches us. That addiction steals from us. That sexuality is born in us. That gender identity is programmed into our genes. That every one of us is as important as the next, and our differences should be celebrated because each of us holds inside a unique contribution to the greater good.

History illustrates these things, and sheds light on them through perspective. But history is being sanitized, rewritten. Educators can teach these things. But teachers are being silenced. Parents can initiate these discussions. But many parents are afraid, ignorant of the facts themselves, or just too busy to talk to their children. Without books that open minds, through fictional portraits or real, our young people may never have the information they need to make sound decisions or overcome irrational fears. And to disallow books about other cultures or identities is to marginalize and devalue them, or even pretend they don't exist. This is at the heart of bullying. Violence. War.

We cannot allow narrow interest groups to halt our forward movement toward a time when every human life is valued. We need more books like those that top the most challenged lists. We must address those challenges with logic that dissolves the fear driving them. It is essential that we keep those books on bookshelves, so they can feed the imaginations and open the minds and hearts of our youth. Our children are the future. And it will be a grim future, indeed, if the advocates of regression are allowed to accomplish their goals.

Ellen Hopkins is the #1 *New York Times* bestselling author of eight young adult novels, including the *Crank* trilogy. Her first novel for adults, *Triangles*, published in 2011. As the most challenged author in 2010, Hopkins firmly opposes book banning and other forms of censorship. She lives with her family near Carson City, Nevada.

¹⁵ <http://articles.latimes.com/2010/may/12/nation/la-na-ethnic-studies-20100512>

¹⁶ <http://narcosphere.narconews.com/notebook/brenda-norrell/2012/01/tucson-schools-bans-books-chicano-and-native-american-authors;>
<http://www.npr.org/2012/01/18/145397005/mexican-american-studies-bad-ban-or-bad-class;>
<http://www.tucsonweekly.com/TheRange/archives/2012/01/17/tusd-banning-book-well-yes-and-no-and-yes>

¹⁷ <http://e-lobbyist.com/gaits/text/557056>

¹⁸ http://www.huffingtonpost.com/paul-stoller/arizona-airheads_b_1278017.html

¹⁹ http://www.huffingtonpost.com/2011/01/13/tennessee-tea-party-demands_n_808508.html

²⁰ http://www.huffingtonpost.com/2011/11/03/wisconsin-senate-bill-requires-abstinence-sex-ed_n_1074499.html

²¹ <http://motherjones.com/politics/2011/07/tim-pawlenty-anti-bullying-bill-veto>; <http://thecolu.mn/7159/how-minnesota-got-the-nations-worst-anti-bullying-law>

²² http://www.huffingtonpost.com/2010/03/13/texas-textbook-massacre-u_n_498003.html

²³ <http://motherjones.com/mojo/2012/01?page=13>

²⁴ <http://www.vdare.com/posts/proenglish-at-cpac-the-failure-of-multiculturalism-how-the-pursuit-of-diversity-is-weakening-th?page=136>

²⁵ <http://www.house.mo.gov/billtracking/bills121/biltxt/intro/HB12271.htm>

²⁶ <http://www.addictinginfo.org/2012/01/12/indiana-senate-bill-would-give-school-boards-the-power-to-force-teachers-to-teach-creationism-as-science/>

Top 10 Challenged Books by Year, 2008–2010, from the ALA Office for Intellectual Freedom

Top 10 Challenged Books in 2008			
Rank	Title, Author (ATOS Book Level, Interest Level)*	Percent Read in 1–12**	Most Popular Grade***
1	And Tango Makes Three , Justin Richardson (3.5, LG)	0.02	3
2	The Golden Compass , Philip Pullman (7.1, UG)	0.06	7
	The Subtle Knife , Philip Pullman (6.2, UG)	0.03	8
3	The Amber Spyglass , Philip Pullman (6.7, UG)	0.02	8
	Ttfl , Lauren Myracle (3.8, UG)	0.07	7
4	Ttfn , Lauren Myracle (5.5, UG)	0.05	7
	L8r, g8r , Lauren Myracle (4.2, UG)	0.04	7
5	Scary Stories to Tell in the Dark , Alvin Schwartz (4.1, MG)	0.49	5
	More Scary Stories to Tell in the Dark , Alvin Schwartz (4.7, MG)	0.35	5
	Scary Stories 3: More Tales to Chill Your Bones , Alvin Schwartz (4.3, MG)	0.35	5
6	Bless Me, Ultima , Rudolfo Anaya (5.4, UG)	0.01	10
7	The Perks of Being a Wallflower , Stephen Chbosky (4.8, UG)	0.02	12
	Gossip Girl: A Novel , Cecily von Ziegesar (5.2, UG)	0.03	10
	You Know You Love Me: A Gossip Girl Novel , Cecily von Ziegesar (4.9, UG)	0.02	10
	All I Want Is Everything: A Gossip Girl Novel , Cecily von Ziegesar (6.0, UG)	0.01	10
	Because I'm Worth It: A Gossip Girl Novel , Cecily von Ziegesar (6.3, UG)	0.01	10
	I Like It Like That: A Gossip Girl Novel , Cecily von Ziegesar (5.8, UG)	0.01	10
	You're the One That I Want: A Gossip Girl Novel , Cecily von Ziegesar (5.6, UG)	0.01	10
	Nobody Does It Better: A Gossip Girl Novel , Cecily von Ziegesar (6.5, UG)	0.01	10
	Nothing Can Keep Us Together: A Gossip Girl Novel , Cecily von Ziegesar (6.8, UG)	0.01	10
	Only in Your Dreams: A Gossip Girl Novel , Cecily von Ziegesar (5.7, UG)	0.01	10
	Would I Lie to You: A Gossip Girl Novel , Cecily von Ziegesar (5.8, UG)	< 0.01	10
	Don't You Forget About Me: A Gossip Girl Novel , Cecily von Ziegesar (6.2, UG)	< 0.01	10
	It Had to Be You: The Gossip Girl Prequel , Cecily von Ziegesar (6.2, UG)	< 0.01	10
	I Will Always Love You , Cecily von Ziegesar (5.5, UG)	< 0.01	10
8	Uncle Bobby's Wedding , Sarah S. Brannen (2.7, LG)	< 0.01	10
9	The Kite Runner , Khaled Hosseini (5.2, UG)	0.05	12
10	Flashcards of My Life , Charise Mericle Harper (5.4, MG)	0.01	6

* Interest levels: LG = lower grades (K–3), MG = middle grades (4–8), MG+ = middle grades plus (6 and up), and UG = upper grades (9–12). ATOS book level and interest level inform book selection; ** Percent of students in grades 1–12 who read each book; *** Grade in which book was read by the highest percentage of students.

Top 10 Challenged Books in 2009			
Rank	Title, Author (ATOS Book Level, Interest Level)*	Percent Read in 1–12**	Most Popular Grade***
1	Ttyl , Lauren Myracle (3.8, UG)	0.07	7
	Ttfn , Lauren Myracle (5.5, UG)	0.05	7
	L8r, g8r , Lauren Myracle (4.2, UG)	0.04	7
2	And Tango Makes Three , Justin Richardson (3.5, LG)	0.02	3
3	The Perks of Being a Wallflower , Stephen Chbosky (4.8, UG)	0.02	12
4	To Kill a Mockingbird , Harper Lee (5.6, UG)	0.43	9
5	Twilight , Stephenie Meyer (4.9, UG)	0.81	12
	New Moon , Stephenie Meyer (4.7, UG)	0.51	7
	Eclipse , Stephenie Meyer (4.5, UG)	0.47	7
	Breaking Dawn , Stephenie Meyer (4.8, UG)	0.68	12
6	The Catcher in the Rye , J.D. Salinger (4.7, UG)	0.06	11
7	My Sister's Keeper , Jodi Picoult (5.3, UG)	0.08	12
8	The Earth, My Butt, and Other Big Round Things , Carolyn Mackler (5.3, UG)	0.04	10
9	The Color Purple , Alice Walker (4.0, UG)	0.02	11
10	The Chocolate War , Robert Cormier (5.4, UG)	0.03	10

* Interest levels: LG = lower grades (K–3), MG = middle grades (4–8), MG+ = middle grades plus (6 and up), and UG = upper grades (9–12). ATOS book level and interest level inform book selection; ** Percent of students in grades 1–12 who read each book; *** Grade in which book was read by the highest percentage of students.

Top 10 Challenged Books in 2010			
Rank	Title, Author (ATOS Book Level, Interest Level)*	Percent Read in 1–12**	Most Popular Grade***
1	And Tango Makes Three , Justin Richardson (3.5, LG)	0.02	3
2	The Absolutely True Diary of a Part Time Indian , Sherman Alexie (4.0, UG)	0.07	10
3	Brave New World , Aldous Huxley (7.5, UG)	0.02	12
4	Crank , Ellen Hopkins (4.3, UG)	0.19	10
5	The Hunger Games , Suzanne Collins (5.3, MG+)	2.15	8
6	Lush , Natasha Friend (3.2, MG+)	0.05	8
7	What My Mother Doesn't Know , Sonya Sones (5.3, UG)	0.14	7
8	Nickel and Dimed: On (Not) Getting by in America , Barbara Ehrenreich (8.5, UG)	< 0.01	11
9	Revolutionary Voices: A Multicultural Queer , Amy Sonnie (Ed.)	nq	nq
10	Twilight , Stephenie Meyer (4.9, UG)	0.81	12
	New Moon , Stephenie Meyer (4.7, UG)	0.51	7
	Eclipse , Stephenie Meyer (4.5, UG)	0.47	7
	Breaking Dawn , Stephenie Meyer (4.8, UG)	0.68	12

* Interest levels: LG = lower grades (K–3), MG = middle grades (4–8), MG+ = middle grades plus (6 and up), and UG = upper grades (9–12). ATOS book level and interest level inform book selection; ** Percent of students in grades 1–12 who read each book; *** Grade in which book was read by the highest percentage of students.

nq = no AR quiz available

Appendix: About the Report

For the fourth year in a row, Renaissance Learning's *What Kids Are Reading: The Book-Reading Habits of Students in American Schools* presents information about the books read most often by students nationwide.

How do we know what kids are reading? Our Accelerated Reader (AR) software, first developed by educator Judi Paul more than 20 years ago as a way to motivate her own children to read and now in use at tens of thousands of schools worldwide, provides teachers with daily information about student reading practice. Teachers have students take an AR Reading Practice Quiz after each book they finish reading, so that Accelerated Reader can help them track the key indicators of successful reading practice—quality (comprehension), quantity (time spent reading), and difficulty (text complexity level). With AR, teachers know how well, how much, and at what level of challenge students are reading.

Unlike publisher book-sale records, best seller lists, or individual library circulation data that inform us which books were purchased or checked out *to read*, *What Kids Are Reading* lists the books we know students *did read* from cover to cover.

Unlike publisher book-sale records, best seller lists, or individual library circulation data that inform us which books were purchased or checked out *to read*, *What Kids Are Reading* lists the books we know students *did read* from cover to cover. At Renaissance Learning, we have unique insight into the books kids are truly reading because our data is compiled from comprehension quizzes students have passed on these books.

What *should* kids be reading?

Prior editions of *What Kids Are Reading* have provided the student point of view on book selection. For this year's report we chose to balance that perspective by turning the report into a forum for the varied opinions that exist about what students *should* be reading. Thus, in addition to the Top 40 books read overall and by gender, the report includes a variety of book lists—the Top 40 graphic novels read, a sampling of the Common Core State Standards exemplar texts, librarians' picks, and lists of frequently challenged books from recent years—coupled with commentary on this topic by a variety of authors, educators, and experts.

The data

Eight years ago, a web-based version of Accelerated Reader was introduced with the option for schools to have Renaissance Learning host their AR program at the Renaissance Data Center in Wisconsin Rapids, Wisconsin. The Accelerated Reader Real Time (hosted) database is often seen as an attractive alternative to having AR software run on school servers because of cost savings and the additional security and data protection provided by Renaissance Learning.

The source of the data for Section I: Top 40 Books Read Overall and by Gender and Section II: Top 40 Graphic Novels Read Overall is the AR Real Time database, consisting of book-reading records for the 2010–2011 school year. The database includes more than 7.6 million students in grades 1–12²⁷ who read more than 241 million books (see Table A1, next page). The students are from 24,265 schools, spanning all 50 U.S. states and the District of Columbia. (This data is also the basis for the analyses conducted on the books lists in Sections III, IV, and V.) For comparison, Section I also includes a billboard-style ranking to show where each title placed in last year's report.

²⁷ Some schools also use AR in kindergarten, but we have limited these sections to include grades 1–12.

Table A1: Students, Books, and Words Read by Grade
(Accelerated Reader Real Time Database, 2010–2011 School Year)

Grade	Students	Books Read	Average Books Read Per Student	Average Words Read Per Student
1	801,866	31,121,678	38.8	24,937
2	1,078,712	58,642,342	54.4	80,045
3	1,154,088	55,364,829	48.0	177,883
4	1,168,275	40,489,220	34.7	288,786
5	1,124,132	29,135,023	25.9	378,073
6	794,911	13,028,903	16.4	424,176
7	600,681	6,786,801	11.3	412,505
8	523,149	5,120,528	9.8	416,601
9	143,075	938,138	6.6	314,803
10	103,768	608,381	5.9	306,177
11	83,284	436,243	5.2	297,943
12	58,836	307,760	5.2	302,441
Total	7,634,777	241,979,846		

The lists of books in Section III: Sample Common Core State Standards Exemplars—Informational Texts and Stories are from Appendix B of *The Common Core State Standards (CCSS) for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects* (www.corestandards.org) document. We present these books by CCSS grade band as well as include the percent of students reading each book within its band and the individual grade with the highest percentage of students reading the book.

The CCSS exemplars include a wide variety of text categories ranging from Poetry to Drama; however, for the purpose of this report on student reading behaviors, we chose to focus on Informational Texts and Stories. According to the CCSS,²⁸ for students to be college and career ready, they must be “proficient in reading complex informational text independently in a variety of content areas” (p. 4). The CCSS is in agreement with the National Assessment for Educational Progress (NAEP) that in the lower grades, students should balance reading literature with informational text reading in a variety of subjects, while in the higher grades, “the Standards demand that a significant amount of reading of informational texts take place in and outside the ELA classroom” (p. 5).

Table A2 shows a side-by-side comparison of NAEP’s recommendations versus the actual percentage of students reading fiction and nonfiction from the AR database. While the CCSS and NAEP recommendations suggest that between 50 and 70 percent of students’ reading should be informational/nonfiction, our data shows that current practice falls far short of these goals, with just 19 to 28 percent of students’ book reading labeled as such.

²⁸ Common Core State Standards Initiative. (2010). *Common Core State Standards for English language arts & literacy in history/social studies, science, and technical subjects*. Washington, DC: National Governors Association Center for Best Practices, Council of Chief State School Officers, Council of Chief State School Officers. Retrieved from www.corestandards.org.

Table A2: Percent of AR Students Reading Fiction/Nonfiction Versus CCSS/NAEP Recommendations

(Accelerated Reader Real Time Database, 2010–2011 School Year)

Grade	Percent of Students		NAEP Recommendation*	
	Reading Fiction	Reading Nonfiction	Literary	Informational
1	81%	19%		
2	80%	20%		
3	79%	21%		
4	76%	24%	50%	50%
5	74%	26%		
6	76%	24%		
7	75%	25%		
8	75%	25%	45%	55%
9	73%	27%		
10	72%	28%		
11	73%	27%		
12	72%	28%	30%	70%

* Source: National Assessment Governing Board. (2008). Reading framework for the 2009 National Assessment of Educational Progress. Washington, DC: U.S. Government Printing Office.

Section IV: Librarians' Picks: Top 25 Books by Interest Level displays the results of an annual ballot sent to more than 30,000 librarians, representing all 50 states and the District of Columbia, who were asked to recommend 30 total titles from a list of the 200 most popular titles²⁹ per interest level³⁰ published during calendar year 2010. As with the CCSS exemplar texts, we include the percent of students reading each book within its interest level grade range and the individual grade with the highest percentage of students reading the book.

The final section of the report is Section V: Top 10 Challenged Books by Year, 2008–2010, from the ALA Office for Intellectual Freedom. Similar to the two prior sections, we show the percent of students reading each book in grades 1–12 and the individual grade with the highest percentage of students reading the book.

Please note: Because schools may optionally record demographic information about students in AR, gender data is unavailable for approximately 35% of students. Thus, in Section I, the overall category compiles student records for boys, girls, and students for which gender was not recorded, whereas when information is reported for the boy and girl categories individually, records for students of unknown gender have been excluded.

In addition, Renaissance Learning recognizes that not all book reading that happens in or outside of the classroom is captured through the Accelerated Reader software; however, it is reasonable to assume that for users of Accelerated Reader much book reading is captured in this way. AR quizzes currently number more than 145,000 (nearly half of which are for nonfiction/informational texts), with additional quizzes created each week. The quizzes allow students a wide range of book selection; virtually every book found in a school, classroom, or local library has a quiz available.

²⁹ Title popularity is based on AR quiz sales and usage.

³⁰ For more information about interest levels, see p. 68.

Finally, the sample of data from the AR database, upon which this report is written, is a sample of convenience rather than truly representative of U.S. schools, so care should be taken when interpreting the results. It cannot, however, be disputed that with reading records for more than 7.6 million students at more than 24,000 American schools, this sample is significant. What's more, the AR database is one of a kind. We are unaware of any other database that has captured student reading behavior on this scale.

Accelerated Reader

While over the years Accelerated Reader has continued to evolve, its basic three-step approach has remained the same. After teachers assist with setting individualized reading goals, each student (1) reads a self-selected book either at school or at home, (2) takes a computerized AR Reading Practice Quiz of 5, 10, or 20 items (depending on the length of the book) at school, and (3) receives immediate feedback, which is shared with the teacher, via informative reports that detail the books read, number of words read, ATOS books levels, and level of comprehension (i.e., percent correct on quizzes).

Currently there are AR quizzes for more than 145,000 books, so students can take a quiz after reading just about any book available in their school or public libraries. Reading Practice Quizzes (for an example, see Figure A1) include Recorded Voice and Spanish Quizzes, and AR offers additional quiz types such as Vocabulary Practice Quizzes, Literacy Skills Quizzes, and Other Reading Quizzes (which are aligned to a variety of leading reading textbooks and content-area leveled readers).

Accelerated Reader Enterprise—powered by Renaissance Place Real Time, a web-based data management system—provides access to all Reading Practice, Vocabulary Practice, Literacy Skills, and Other Reading Quizzes as soon they become available. AR Enterprise offerings include professional development, the Renaissance Place Dashboard, Renaissance Home Connect, AR Widgets, expanded technical support, Live Chat, and automatic software upgrades. AR quizzing is also available on the NEO 2 as well as iPhone®, iPad®, and iPod touch® devices.

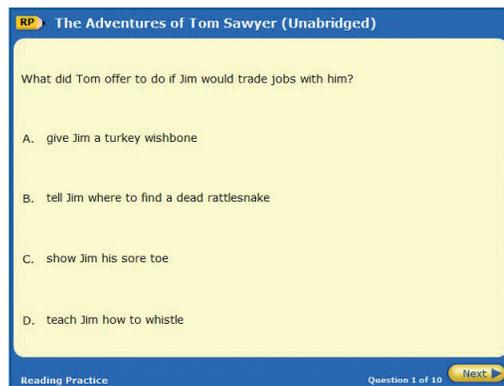
While it is true that Accelerated Reader helps teachers efficiently manage all the details of student reading practice, for students it fosters the vital connection between students and books that is so critical for success in school and beyond. Research-based Accelerated Reader Best Practices recommend students not only are guided to read books at appropriate levels of challenge and interest but also are given choice in what they read. In other words, while students may be assigned books to read as part of a school's core curriculum, they should also have opportunities to self-select books about topics, characters, locations, and so forth, of interest to them. Once students learn to read, having choice over what they read as they *read to learn* is motivational, not to mention essential, so that they learn to love to read.

Guided independent reading practice is crucial for students, and being able to quickly and easily track students' understanding of what has been read, the amount of student book reading that is happening, and the level at which students are practicing reading is essential for teachers. In this age of data-driven schools, having daily information on student reading practice to attach to assessment and other classroom information adds a robust dimension to each student's data profile.

Accelerated Reader Best Practices

Accelerated Reader is in use by hundreds of thousands of teachers throughout the U.S. because it saves teachers time, motivates students to read more, and is more reliable and accurate than traditional methods

Figure A1: Sample AR Quiz Screen



of tracking student book reading. To ensure teachers make the most of the wealth of data AR provides and students benefit to the greatest extent possible, fidelity of implementation is guided by research-based Accelerated Reader Best Practices, which educators learn through Renaissance Learning professional development. The suggested guidelines include methods to accelerate reading achievement and sometimes require changes in teacher, classroom, and even school practices, such as allocating more time for in-school reading, establishing individualized goal setting, and carefully monitoring student reading comprehension.

Renaissance Learning strongly recommends AR Best Practices. Extensive research has shown that not only the quantity of reading or time spent reading but also the quality of what is read (how carefully, or with what level of comprehension, students read) can help students read well and become well read. The more carefully students read, the more they comprehend, and the more their reading practice leads to improved reading achievement.

Student self-selection of books is at the essence of Accelerated Reader.

The large evidence base supporting Accelerated Reader consists of 168 independent reviews and experimental and quasi-experimental research studies—generally considered by the research community to provide the strongest evidence of effectiveness and to be consistent with the definition of scientifically based research—as well as includes 25 articles published in peer-reviewed journals. The research evidence on Accelerated Reader has been favorably reviewed by the Florida Center for Reading Research, the National Center on Student Progress Monitoring, the National Dropout Prevention Center, and the What Works Clearinghouse, among others.

Matching books to students

Student self-selection of books is at the essence of Accelerated Reader. Renaissance Learning recommends students consider several factors, guided by a teacher’s professional judgment, when selecting a book to read.

ATOS book level

Text complexity—the level of challenge presented by a given text—is a key component of book selection. According to Appendix A of the Common Core State Standards (CCSS),³¹ “all students must be able to comprehend texts of steadily increasing complexity as they progress through school. By the time they complete the core, students must be able to read and comprehend independently and proficiently the kinds of complex texts commonly found in college and careers” (p. 2). Trends suggest, however, that there may be a gap in text complexity between secondary and postsecondary materials. To help students bridge this gap and better prepare for college and career, New Text Complexity Grade Bands are currently being drafted, which will provide guidance on the level of difficulty students should encounter as they work towards CCSS goals (Nelson, Perfetti, Liben, & Liben, 2011).³²

The ATOS Readability Formula is a free text-analysis tool provided by Renaissance Learning to estimate the quantifiable dimension of text complexity. ATOS takes into account the most important predictors of text complexity—average sentence length, average word length, word difficulty level, and total number of words in a book or passage—to help educators assist students in finding books to read at appropriate levels.

³¹ Common Core State Standards Initiative. (2010). *Common Core State Standards for English language arts & literacy in history/social studies, science, and technical subjects. Appendix A: Research supporting the key elements of the standards, Glossary of terms*. Washington, DC: National Governors Association Center for Best Practices, Council of Chief State School Officers, Council of Chief State School Officers. Retrieved from www.corestandards.org.

³² Nelson, J., Perfetti, C., Liben, D., & Liben, M. (2011). *Measures of text difficulty: Testing their predictive value for grade levels and student performance*. Technical Report to the Gates Foundation (also to be submitted for publication). Retrieved from http://www.ccsso.org/Documents/2012/Measures of Text Difficulty_final.2012.pdf

ATOS is a reliable and valid measure of text difficulty.³³ CCSS Appendix A lists ATOS as a quantitative measure of text complexity that “puts students and texts on the same scale” (p. 7). In an objective evaluation of text complexity measures, Nelson et al. (2011) conducted a study to assess the validity of six text complexity metrics, including ATOS, and found “All of the metrics were reliably, and often highly, correlated with grade level and student performance-based measures of text complexity across a variety of text sets, and across a variety of reference measures” (p. 46).

Accelerated Reader uses ATOS to measure the text difficulty of each book for which an AR quiz is available. ATOS is especially useful to educators because it is reported on a grade-level scale, so that both books and student achievement share the same easy-to-interpret metric. For example, an ATOS book level of 5.4 indicates that the text could likely be read by a student whose reading skills are at the level of grade five, in the fourth month of the school year. AR Best Practices recommend students read books with ATOS book levels that fall within their individualized zones of proximal development (ZPDs),³⁴ based on grade-equivalent scores provided by a standardized test of general reading achievement, such as the norm-referenced STAR Reading assessment.

Even as ATOS is invaluable at estimating challenge level of a given text, this score represents only the quantitative dimension of text complexity. Other factors thought to affect students’ understanding of text, such as text content, structure and language conventionality, as well as student motivation, background knowledge, and purpose for reading, must also be considered. Accelerated Reader offers additional tools for estimating text complexity and assisting in book selection.

CCSS Appendix A lists ATOS as a quantitative measure of text complexity that “puts students and texts on the same scale” (p. 7).

Interest level

An ATOS book level matched to a student’s independent reading range (ZPD) does not necessarily indicate that the content of a book is suitable in any other way for the student. This is where interest level comes in. In Accelerated Reader, each book is assigned an interest level code. Interest level, which is based on publisher recommendations, provides a qualitative measure of text complexity that refers to the sophistication and maturity level of a book’s content, ideas, and themes. Interest levels are divided into four categories: LG for lower grades (K–3), MG for middle grades (4–8), MG+ for middle grades plus (6 and up, for more mature middle-grade readers), and UG for upper grades (9–12).

Interest level and ATOS book level are intended to work together to inform the book-selection process. For example, Alice Walker’s *The Color Purple* and John Steinbeck’s *The Grapes of Wrath* have ATOS book levels of 4.0 and 4.9, respectively, indicating that average-performing students in fourth grade or higher would likely be able to read the text; however, because of the books’ mature themes, both are coded with an interest level of UG, or upper grade.

³³ For more information, see *The Development of ATOS: The Renaissance Readability Formula* (by Michael Milone, Ph.D.), available online from <http://doc.renlearn.com/KMNet/R004250827GJ11C4.pdf>

³⁴ ZPD, a theoretical concept inspired by Russian psychologist Lev Vygotsky, is based on appropriate level of difficulty—neither too easy nor too hard—where students are challenged without being frustrated (Vygotsky, L. S. (1978). *Mind in society: The development of higher mental processes*. Cambridge, MA: Harvard University Press.).

