What kids are reading

The book-reading habits of students in American schools

Introduction by Alexa Posny, Ph.D., Sr. Vice President of State and Federal Programs, Renaissance Learning™

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Introduction

By Alexa Posny, Ph.D., Sr. Vice President, State and Federal Programs, Renaissance Learning™

Have you ever reflected on the power of reading and the ability to read any book, anywhere, anytime, and on any topic imaginable? I have, many times. For me, it begins with my grandparents, my dad's parents specifically. Both came through Ellis Island as immigrants from Poland. They never learned to speak English, never attended school, and never learned to read. My dad's siblings never went beyond sixth grade in formalized education and their jobs did not require them to read.

I think about what their lives would be like today, in a world where the written word, whether in a hardcover book or on a digital device, is so important in unlocking doors, both real and imaginary. What we must recognize is this: one of the major missions of our public schools has always been—and will continue to be—to challenge with high expectations every child to learn to read, to achieve, and to fulfill his or her potential.

We know that the more children read, the better they become at reading. And the more enjoyable they find reading, the more they will continue reading and developing the skills to access any information they may need or want in their adult lives. So what are kids reading today? The answer can be found within these pages. Welcome to *What Kids Are Reading: The Book Reading Habits of Students in American Schools, 2014 Edition*.

Over the last six years we've seen a number of interesting changes to the books on these lists. Modern favorites like *Twilight* and the Harry Potter books have been replaced by *Divergent* and *The Hunger Games*, with classics such as *Green Eggs and Ham*, *The Outsiders*, and *Of Mice and Men* standing the test of time (likely with some help from teachers who may guide or require students to read these titles).

Alexa Posny, Ph.D., has over three decades of experience in education spanning from classroom teacher to Assistant Secretary of the Office of Special Education and Rehabilitative Services in the U.S. Department of Education. Dr. Posny also served as Commissioner for the Kansas State Department of Education. She is currently Senior Vice President of State and Federal Programs for Renaissance Learning.

If there's been one constant over the years, it's been the expansion of data. In 2008, our inaugural report was published based on roughly 3 million students from 9,800 schools who read 78 million books. It was, at the time, arguably the largest database ever compiled of student reading behavior. Since then our records have more than tripled—this year we report on the reading habits of 9.8 million students from more than 31,000 schools who read over 318 million books during the 2012–2013 school year!

What Kids Are Reading is unique. It's not a summary of book sales or library data; it's a reflection of what students are actually reading. How do we know? The Accelerated Reader program, which helps teachers, students, and parents keep track of daily reading practice, documents every book a child has read. Students take an AR Quiz after they finish reading a book. These comprehension quizzes are designed to be relatively easy to pass, provided the student has actually read and understood the main points of the book, so when passed, each quiz is counted among the 318 million titles read last school year.

A look at digital reading

This year, we focus on the emergence of eReaders and digital texts—one of the biggest recent trends in reading. You'll find peppered throughout the report essays from five of the leading digital reading platforms that describe their tools and the benefits they see for students above and beyond print.

If your child hasn't yet read a book in a digital format, chances are that will change soon. A recent study reported that nearly half of all children ages 9–17 have read at least one eBook, a figure that has doubled since 2010.[1] With a number

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1 Harrison Group (2013). *Kids and family reading report* (4th ed.). New York: Scholastic, Inc. Retrieved from
  http://mediaroom.scholastic.com/files/kfrr2013-wappendix.pdf

of schools adopting tablets or 1:1 initiatives, many school libraries are creating or growing their eBook holdings. As of 2013, 56% of school libraries reported providing eBooks to students and faculty, up from 33% in 2010.[2]

A number of educators, parents, and researchers are wondering what impact, if any, digital reading will have on students. Does it affect the enjoyment students get from reading? Is it helpful in building their vocabulary, reading skills, and knowledge of the world? These are important questions. Thankfully researchers are beginning to explore this area. Two recent studies by Milone (2011 and 2013)[3] found no difference in comprehension when students read books on eReaders versus in print. Both Grimshaw and her colleagues (2007) and Jones and Brown (2011)[4] similarly reported no advantage for print or digital in terms of student understanding, although students often strongly preferred certain eBook features such as read-aloud narration, story dictionaries, and automatic page turning. Korat and Shamir's (2008)[5] research showed that kids who used eBook features, in particular dictionaries and interactive modes like "Read story and play," progressed in word meaning and recognition compared to students who read eBooks without these features or who read print.

Having spent the majority of my life working with students with disabilities and others who struggle with reading, I recognize anonymity as another benefit of eReaders. Sometimes students who may be reading less challenging material than their peers might be less self-conscious holding a tablet instead of a paperback. I am also impressed with some of the instructional features of digital platforms. For example, Subtext allows teachers to start discussions with students in the text, creating a virtual classroom discussion that can go beyond the confines of the school day.

Digital platforms and the research on them are young and evolving quickly. Many features that could positively impact student engagement or comprehension have not yet been studied. It's also worth noting that a few studies have raised concerns that students may not engage with digital text as much as with print, or may find digital more difficult to read, both which may potentially impact comprehension.[6] Related, cognitive neuroscientists studying the impact of digital media (including books) have found our brains adapt to our digital world in part by learning to skim through information quickly, which may compete with traditional methods of careful and thoughtful reading.[7]

The bottom line is that reading provides endless hours of entertainment, learning, and opportunity to experience the world. I often wonder where I would be or what I would have become if I had not read so much as a child. I also wonder what my grandparents missed out on because they could not read. It seems they knew very well and were determined their future generations would partake in these opportunities. Even though my grandparents never experienced the joy of reading firsthand, they resolutely instilled in my dad both the importance of learning to read and the belief that going to school was one of the most important goals he would ever accomplish.

The library of books in the living room as I grew up was a constant visual reminder that reading matters. My dad believed the more kids read—regardless the medium—the better and more thoughtful readers they become. What more can we ask for today? Thinking of my dad, I always encourage teachers, parents, and students to sample all the written material they can, in whatever format they can get their hands on. I hope you continue to find *What Kids Are Reading* interesting and useful as you nurture a sense of discovery and wonder in all of our kids!

2 School Library Journal. (2013). *Ebook usage in US school (K–12) libraries, fourth annual survey*. Retrieved from http://www.thedigitalshift.com/research/ebook-usage-u-s-school-k-12-libraries-2013-report/

3 Milone, M. (2011). S*pecial report: Student comprehension of books in Kindle and traditional formats*. Wisconsin Rapids, WI: Renaissance Learning. Retrieved from http://doc.renlearn.com/KMNet/R0054730029120B5.pdf

Milone, M. (2013). *Special report: Student comprehension of fiction and nonfiction on e-readers and in print*. Wisconsin Rapids, WI: Renaissance Learning. Retrieved from http://doc.renlearn.com/KMNet/R0056078844A65AC.pdf

4 Grimshaw, S., Dungworth, N., McKnight, C., & Morris, A. (2007). Electronic books: Children's reading and comprehension. *British Journal of Educational Technology, 38*(4), 583–599.

Jones, T., & Brown, C. (2011). Reading engagement: A comparison between ebooks and traditional print books in an elementary classroom. *International Journal of Instruction, 4*(2), 5–22.

5 Korat, O. & Shamir, A. (2008). The educational electronic book as a tool for supporting children's emergent literacy in low versus middle SES groups. *Computers and Education, 50*, 110–124.

6 Herold, B. (2014, April 4). *Researchers voice concern with e-books' effect on reading comprehension*. Retrieved from http://blogs.edweek.org/edweek/DigitalEducation/2014/04/early_concerns_about_e-books_e_1.html

Mangen, A., Walgermo, B. R., & Brønnick, K. (2013). Reading linear texts on paper versus computer screen: Effects on reading comprehension. *International Journal of Educational Research*, 58, 61–68.

7 Rosenwald, M. S. (2014, April 6). Serious reading takes a hit from online scanning and skimming, researchers say. *Washington Post*. Retrieved from http://www.washingtonpost.com/local/serious-reading-takes-a-hit-from-online-scanning-and-skimming-researchers-say/2014/04/06/088028d2-b5d2-11e3-b899-20667de76985_story.html

Section I: Overall reading

The importance of student practice in reading can not be overstated. In order to read well and become well read—as is emphasized in college- and career-readiness standards—students must dedicate time and effort to practicing this critical skill. With more than 160,000 Accelerated Reader Quizzes available, AR helps educators make the essential student practice component of any reading curriculum more effective by helping teachers monitor and guide students' independent reading.

Currently, the Accelerated Reader hosted database includes book-reading records for more than 9.8 million students from 31,195 schools nationwide who read more than 318 million books during the 2012–2013 school year. The lists that begin on p. 6 rank the **Top 20 books read overall and by gender, grades 1–12**.[8] For comparison to prior year data, see the *Billboard*-style ranking within each list (second-to-left column), which shows where each title placed in last year's report.

Reflections on reading

For today's students, options for reading abound—whether they are at home, school, or on the go. In addition to browsing the shelves of brick-and-mortar school or public libraries and online or physical bookstores, students can download electronic copies of books and read them on a variety of devices, from dedicated eReaders to tablets to phones. Contributions from three guests bookend the lists in this section: **Cynthia Rylant** (Henry and Mudge series, p. 5) reflects on her early reading experiences, and two digital reading companies, **Brain Hive** (p. 18) and **Capstone** (p. 20), share findings from their student reading platforms.

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8 *Please note*: Because schools may optionally record demographic information about students in AR, gender data is available for approximately 67% of students. Thus, in the book lists, the overall category compiles student records for boys, girls, and students for which gender was not recorded, whereas for the boy and girl categories individually, records for students of unknown gender are excluded.

Reflections on reading

By Cynthia Rylant, author of the Henry and Mudge series

My main source of reading material when I was growing up in Beaver, West Virginia, was the comic book rack at the Beaver Drug Store (this was the 1960s). I could buy three comic books for a quarter, and I can confidently say that I read every comic book that ever saw the light of day in Beaver. This was because I was an aggressive pop bottle collector (three cents a bottle), and because the neighbor behind me was Danny Alderman, and what I couldn't afford to buy, he did. Periodically, one of us would pick up the phone and dial the other for a backyard fence meet-up where stacks were exchanged. Danny's source of income was slightly more impressive than mine: he was a paper boy. And he spent all he had on comics, just like I did.

This thrill of getting one's hands on something you want to read so badly that you will grub around railroad tracks looking for pop bottles is what I hope kids of any generation will experience. Storytelling is what makes humans different from polar bears. And sometimes, depending on trends, people can get a little stuffy about just what kind of story is acceptable and just what kind of industrial material the story should be sitting on. Or in. But in my opinion, the thrill is all that matters.

I admit a bit of sadness that some kids might not drag out their old Henry and Mudge stories from the attic when they're grown, the pages slightly gummy and the covers a little warped. The kids who won't be able to do this will be the ones who had their adventures digitally, and those, alas, do not end up in U-Haul boxes in the attic. But at least they will have had the adventures. The drama. The happy ending. The dog drool. Once, when they were young, how a boy and his dog spent a long weekend really mattered. And *that* is all that matters. To be young and to want a story and to find one.

I have an almost religious fervor for public libraries. I think public libraries are the shining crown of our country. Being someone of very modest background (a coal-mining family), I feel quite emotional about the wonder of wide-open lovely buildings stuffed full of free stories for children to read, every day, all year long, forever. How did anyone manage to make this wonderful thing happen to us, these libraries? And no matter whether the stories are toted home in Safeway sacks or downloaded onto the slickest hot pink notebook ever, the really really important thing is that they are always there. And that all children in all corners of this country know and believe the stories are there for *them*. Free. No pop bottles needed. A million thrills just waiting.

Waiting for anyone who wants a story. Which is pretty much every kid in the world.
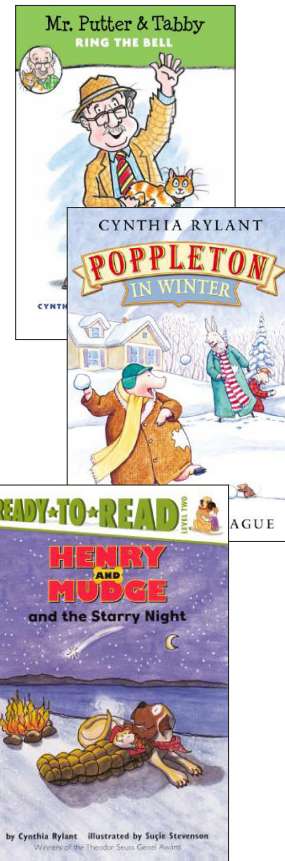
Cynthia Rylant is the author of numerous distinguished books for young readers. In addition to her beginning-reader series: Henry and Mudge, Poppleton, and Mr. Putter and Tabby, as well as her Cobble Street Cousins early-chapter series, she is also the author of the Newbery Medal-winning *Missing May*, the Newbery Honor Book *A Fine White Dust*, and two Caldecott Honor-winning picture books.

Top 20 books read overall and by gender, grades 1–12

Grade 1

In total, 1,050,910 first graders read 41,660,562 books and 26,067,959,694 words during the 2012–2013 school year. The average number of words read was 23,027 for boys and 24,978 for girls. Approximately 25% of the books were *read to* students, 10% were *read with* students, and 65% were *read independently*.

Rank	11–12 Rank	Overall	Boys	Girls
		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)	**Biscuit**, Alyssa Satin Capucilli (1.4, LG)	**Biscuit Goes to School**, Alyssa Satin Capucilli (0.9, LG)
5	6	**Biscuit Goes to School**, Alyssa Satin Capucilli (0.9, LG)	**Are You My Mother?**, P.D. Eastman (1.6, LG)	**Hop on Pop**, Dr. Seuss (1.5, LG)
6	5	**Are You My Mother?**, P.D. Eastman (1.6, LG)	**Biscuit Goes to School**, Alyssa Satin Capucilli (0.9, LG)	**Biscuit Finds a Friend**, Alyssa Satin Capucilli (0.8, LG)
7	7	**Biscuit Finds a Friend**, Alyssa Satin Capucilli (0.8, LG)	**Biscuit Finds a Friend**, Alyssa Satin Capucilli (0.8, LG)	**Are You My Mother?**, P.D. Eastman (1.6, LG)
8	8	**One Fish, Two Fish, Red Fish, Blue Fish**, Dr. Seuss (1.7, LG)	**Hi, Fly Guy!**, Tedd Arnold (1.5, LG)	**Bathtime for Biscuit**, Alyssa Satin Capucilli (1.1, LG)
9	11	**Bathtime for Biscuit**, Alyssa Satin Capucilli (1.1, LG)	**There Was an Old Lady Who Swallowed Fly Guy**, Tedd Arnold (1.6, LG)	**Biscuit's New Trick**, Alyssa Satin Capucilli (1.0, LG)
10	10	**The Cat in the Hat**, Dr. Seuss (2.1, LG)	**Go, Dog. Go!**, P.D. Eastman (1.2, LG)	**One Fish, Two Fish, Red Fish, Blue Fish**, Dr. Seuss (1.7, LG)
11	12	**Go, Dog. Go!**, P.D. Eastman (1.2, LG)	**The Cat in the Hat**, Dr. Seuss (2.1, LG)	**Biscuit Wants to Play**, Alyssa Satin Capucilli (0.9, LG)
12	9	**If You Give a Pig a Pancake**, Laura Numeroff (2.5, LG)	**David Goes to School**, David Shannon (0.9, LG)	**If You Give a Pig a Pancake**, Laura Numeroff (2.5, LG)
13	13	**Biscuit's New Trick**, Alyssa Satin Capucilli (1.0, LG)	**I Spy Fly Guy!**, Tedd Arnold (1.5, LG)	**Biscuit and the Baby**, Alyssa Satin Capucilli (0.9, LG)
14	15	**Biscuit Wants to Play**, Alyssa Satin Capucilli (0.9, LG)	**One Fish, Two Fish, Red Fish, Blue Fish**, Dr. Seuss (1.7, LG)	**Biscuit's Big Friend**, Alyssa Satin Capucilli (0.8, LG)
15	14	**David Goes to School**, David Shannon (0.9, LG)	**Buzz Boy and Fly Guy**, Tedd Arnold (1.3, LG)	**The Cat in the Hat**, Dr. Seuss (2.1, LG)
16	16	**Biscuit's Big Friend**, Alyssa Satin Capucilli (0.8, LG)	**If You Give a Pig a Pancake**, Laura Numeroff (2.5, LG)	**Biscuit Wins a Prize**, Alyssa Satin Capucilli (0.9, LG)
17	24	**Hi, Fly Guy!**, Tedd Arnold (1.5, LG)	**Shoo, Fly Guy!**, Tedd Arnold (1.7, LG)	**Go, Dog. Go!**, P.D. Eastman (1.2, LG)
18	23	**There Was an Old Lady Who Swallowed Fly Guy**, Tedd Arnold (1.6, LG)	**Fly High, Fly Guy!**, Tedd Arnold (1.4, LG)	**Biscuit Visits the Big City**, Alyssa Satin Capucilli (1.0, LG)
19	18	**Biscuit Wins a Prize**, Alyssa Satin Capucilli (0.9, LG)	**Bathtime for Biscuit**, Alyssa Satin Capucilli (1.1, LG)	**David Goes to School**, David Shannon (0.9, LG)
20	17	**The Very Hungry Caterpillar**, Eric Carle (2.9, LG)	**Hooray for Fly Guy!**, Tedd Arnold (1.6, LG)	**The Very Hungry Caterpillar**, Eric Carle (2.9, LG)

* The average ATOS book level of the top 20 books read by first graders was 1.3 overall, 1.4 for boys, and 1.3 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 together inform book selection.

Grade 2

In total, 1,405,238 second graders read 77,892,050 books and 114,392,218,975 words during the 2012–2013 school year. The average number of words read was 76,622 for boys and 81,053 for girls. Approximately 16% of the books were *read to* students, 5% were *read with* students, and 79% were *read independently*.

Rank	11–12 Rank	Overall	Boys	Girls
		Title, author (ATOS book level, interest level)*		
1	2	**Click, Clack, Moo: Cows That Type**, Doreen Cronin (2.3, LG)	**Green Eggs and Ham**, Dr. Seuss (1.5, LG)	**Click, Clack, Moo: Cows That Type**, Doreen Cronin (2.3, LG)
2	1	**Green Eggs and Ham**, Dr. Seuss (1.5, LG)	**Click, Clack, Moo: Cows That Type**, Doreen Cronin (2.3, LG)	**Green Eggs and Ham**, Dr. Seuss (1.5, LG)
3	4	**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)
4	3	**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)
5	7	**If You Give a Pig a Pancake**, Laura Numeroff (2.5, LG)	**The Cat in the Hat**, Dr. Seuss (2.1, LG)	**If You Give a Pig a Pancake**, Laura Numeroff (2.5, LG)
6	6	**If You Give a Moose a Muffin**, Laura Numeroff (2.4, LG)	**The Very Hungry Caterpillar**, Eric Carle (2.9, LG)	**The Very Hungry Caterpillar**, Eric Carle (2.9, LG)
7	5	**The Very Hungry Caterpillar**, Eric Carle (2.9, 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	8	**The Cat in the Hat**, Dr. Seuss (2.1, LG)	**If You Give a Pig a Pancake**, Laura Numeroff (2.5, LG)	**If You Take a Mouse to School**, Laura Numeroff (2.4, LG)
9	9	**The Foot Book**, Dr. Seuss (0.6, LG)	**The Foot Book**, Dr. Seuss (0.6, LG)	**The Cat in the Hat**, Dr. Seuss (2.1, LG)
10	10	**If You Take a Mouse to School**, Laura Numeroff (2.4, LG)	**Fly Guy vs. the Flyswatter!**, Tedd Arnold (2.1, LG)	**If You Take a Mouse to the Movies**, Laura Numeroff (2.1, LG)
11	12	**If You Take a Mouse to the Movies**, Laura Numeroff (2.1, LG)	**Henry and Mudge and the Starry Night**, Cynthia Rylant (2.2, LG)	**If You Give a Pig a Party**, Laura Numeroff (2.2, LG)
12	11	**Henry and Mudge and the Starry Night**, Cynthia Rylant (2.2, LG)	**If You Take a Mouse to School**, Laura Numeroff (2.4, LG)	**The Foot Book**, Dr. Seuss (0.6, LG)
13	13	**Hop on Pop**, Dr. Seuss (1.5, LG)	**Hop on Pop**, Dr. Seuss (1.5, LG)	**Henry and Mudge and the Starry Night**, Cynthia Rylant (2.2, LG)
14	14	**Are You My Mother?**, P.D. Eastman (1.6, LG)	**There Was an Old Lady Who Swallowed Fly Guy**, Tedd Arnold (1.6, LG)	**If You Give a Cat a Cupcake**, Laura Numeroff (2.4, LG)
15	18	**If You Give a Pig a Party**, Laura Numeroff (2.2, LG)	**Hi, Fly Guy!**, Tedd Arnold (1.5, LG)	**Miss Nelson Is Missing!**, Harry Allard (2.7, LG)
16	16	**Diary of a Worm**, Doreen Cronin (2.8, LG)	**If You Take a Mouse to the Movies**, Laura Numeroff (2.1, LG)	**The Giving Tree**, Shel Silverstein (2.6, LG)
17	15	**Miss Nelson Is Missing!**, Harry Allard (2.7, LG)	**Are You My Mother?**, P.D. Eastman (1.6, LG)	**Hop on Pop**, Dr. Seuss (1.5, LG)
18	17	**The Giving Tree**, Shel Silverstein (2.6, LG)	**The Gym Teacher from the Black Lagoon**, Mike Thaler (2.2, LG)	**Are You My Mother?**, P.D. Eastman (1.6, LG)
19	24	**Henry and Mudge: The First Book of Their Adventures**, Cynthia Rylant (2.7, LG)	**Diary of a Worm**, Doreen Cronin (2.8, LG)	**Diary of a Worm**, Doreen Cronin (2.8, LG)
20	67	**Fly Guy vs. the Flyswatter!**, Tedd Arnold (2.1, LG)	**Shoo, Fly Guy!**, Tedd Arnold (1.7, LG)	**Corduroy**, Don Freeman (3.5, LG)

* The average ATOS book level of the top 20 books read by second graders was 2.3 overall, 2.1 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 together inform book selection.

Grade 3

In total, 1,491,813 third graders read 73,011,961 books and 276,352,867,279 words during the 2012–2013 school year. The average number of words read was 175,044 for boys and 184,313 for girls.

Rank	11–12 Rank	Overall	Boys	Girls
		Title, author (ATOS book level, interest level)*		
1	✘	**Diary of a Wimpy Kid: The Third Wheel**, Jeff Kinney (5.6, MG)	**Diary of a Wimpy Kid: The Third Wheel**, Jeff Kinney (5.6, MG)	**Dogzilla**, Dav Pilkey (4.2, LG)
2	2	**Diary of a Wimpy Kid: Dog Days**, Jeff Kinney (5.2, MG)	**Diary of a Wimpy Kid: Dog Days**, Jeff Kinney (5.2, MG)	**Boom Town**, Sonia Levitin (3.7, LG)
3	4	**Diary of a Wimpy Kid**, Jeff Kinney (5.2, MG)	**Diary of a Wimpy Kid**, Jeff Kinney (5.2, MG)	**Charlotte's Web**, E.B. White (4.4, MG)
4	3	**Diary of a Wimpy Kid: Rodrick Rules**, Jeff Kinney (5.2, MG)	**Diary of a Wimpy Kid: The Last Straw**, Jeff Kinney (5.4, MG)	**First Day Jitters**, Julie Danneberg (2.4, LG)
5	6	**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)	**Diary of a Wimpy Kid: Dog Days**, Jeff Kinney (5.2, MG)
6	7	**Dogzilla**, Dav Pilkey (4.2, LG)	**Diary of a Wimpy Kid: Cabin Fever**, Jeff Kinney (5.8, MG)	**Diary of a Wimpy Kid: The Third Wheel**, Jeff Kinney (5.6, MG)
7	5	**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)	**Penguin Chick**, Betty Tatham (3.4, LG)
8	1	**Diary of a Wimpy Kid: Cabin Fever**, Jeff Kinney (5.8, MG)	**Dogzilla**, Dav Pilkey (4.2, LG)	**If You Give a Mouse a Cookie**, Laura Numeroff (2.7, LG)
9	9	**Charlotte's Web**, E.B. White (4.4, MG)	**Boom Town**, Sonia Levitin (3.7, LG)	**The True Story of the 3 Little Pigs**, Jon Scieszka (3.0, LG)
10	8	**Boom Town**, Sonia Levitin (3.7, LG)	**Charlotte's Web**, E.B. White (4.4, MG)	**Diary of a Wimpy Kid**, Jeff Kinney (5.2, MG)
11	15	**First Day Jitters**, Julie Danneberg (2.4, 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)
12	12	**The True Story of the 3 Little Pigs**, Jon Scieszka (3.0, LG)	**First Day Jitters**, Julie Danneberg (2.4, LG)	**Diary of a Wimpy Kid: Rodrick Rules**, Jeff Kinney (5.2, MG)
13	14	**Penguin Chick**, Betty Tatham (3.4, LG)	**Penguin Chick**, Betty Tatham (3.4, LG)	**Diary of a Wimpy Kid: The Ugly Truth**, Jeff Kinney (5.5, MG)
14	13	**If You Give a Mouse a Cookie**, Laura Numeroff (2.7, LG)	**Green Eggs and Ham**, Dr. Seuss (1.5, LG)	**Green Eggs and Ham**, Dr. Seuss (1.5, LG)
15	11	**Green Eggs and Ham**, Dr. Seuss (1.5, LG)	**Alexander, Who Used to Be Rich Last Sunday**, Judith Viorst (3.4, LG)	**Diary of a Wimpy Kid: The Last Straw**, Jeff Kinney (5.4, MG)
16	10	**Alexander, Who Used to Be Rich Last Sunday**, Judith Viorst (3.4, LG)	**If You Give a Mouse a Cookie**, Laura Numeroff (2.7, LG)	**Diary of a Wimpy Kid: Cabin Fever**, Jeff Kinney (5.8, MG)
17	37	**Because of Winn-Dixie**, Kate DiCamillo (3.9, MG)	**Where the Wild Things Are**, Maurice Sendak (3.4, LG)	**Because of Winn-Dixie**, Kate DiCamillo (3.9, MG)
18	16	**Where the Wild Things Are**, Maurice Sendak (3.4, LG)	**Captain Underpants and the Attack of the Talking Toilets**, Dav Pilkey (4.7, MG)	**Miss Nelson Is Missing!**, Harry Allard (2.7, LG)
19	18	**Officer Buckle and Gloria**, Peggy Rathmann (3.4, LG)	**The Adventures of Captain Underpants**, Dav Pilkey (4.3, MG)	**Wolf!**, Becky Bloom (3.5, LG)
20	25	**Wolf!**, Becky Bloom (3.5, LG)	**Wolf!**, Becky Bloom (3.5, LG)	**Officer Buckle and Gloria**, Peggy Rathmann (3.4, LG)

*The average ATOS book level of the top 20 books read by third graders was 4.2 overall, 4.4 for boys, and 4.0 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 together inform book selection.

✘ Title published after 2013 report data collection.

Grade 4

In total, 1,483,646 fourth graders read 53,417,498 books and 445,798,667,700 words during the 2012–2013 school year. The average number of words read was 283,771 for boys and 304,875 for girls.

Rank	11–12 Rank	Overall	Boys	Girls
		Title, author (ATOS book level, interest level)*		
1	✘	**Diary of a Wimpy Kid: The Third Wheel**, Jeff Kinney (5.6, MG)	**Diary of a Wimpy Kid: The Third Wheel**, Jeff Kinney (5.6, MG)	**Diary of a Wimpy Kid: The Third Wheel**, Jeff Kinney (5.6, MG)
2	1	**Diary of a Wimpy Kid: Cabin Fever**, Jeff Kinney (5.8, MG)	**Diary of a Wimpy Kid: Cabin Fever**, Jeff Kinney (5.8, MG)	**Diary of a Wimpy Kid: Cabin Fever**, Jeff Kinney (5.8, MG)
3	3	**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)
4	2	**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)
5	5	**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)	**Tales of a Fourth Grade Nothing**, Judy Blume (3.3, MG)
6	6	**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: Rodrick Rules**, Jeff Kinney (5.2, MG)
7	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)	**Diary of a Wimpy Kid: The Last Straw**, Jeff Kinney (5.4, MG)
8	7	**Tales of a Fourth Grade Nothing**, Judy Blume (3.3, MG)	**Tales of a Fourth Grade Nothing**, Judy Blume (3.3, MG)	**Diary of a Wimpy Kid**, Jeff Kinney (5.2, MG)
9	8	**Because of Winn-Dixie**, Kate DiCamillo (3.9, MG)	**Because of Winn-Dixie**, Kate DiCamillo (3.9, MG)	**Because of Winn-Dixie**, Kate DiCamillo (3.9, MG)
10	10	**Stone Fox**, John Reynolds Gardiner (4.0, MG)	**Captain Underpants and the Attack of the Talking Toilets**, Dav Pilkey (4.7, MG)	**Tales from a Not-So-Talented Pop Star**, Rachel Renée Russell (4.9, MG)
11	9	**The Stranger**, Chris Van Allsburg (3.7, LG)	**The Adventures of Captain Underpants**, Dav Pilkey (4.3, MG)	**Tales from a Not-So-Popular Party Girl**, Rachel Renée Russell (5.1, MG)
12	13	**The Best Christmas Pageant Ever**, Barbara Robinson (5.1, MG)	**Captain Underpants and the Terrifying Return of Tippy Tinkletrousers**, Dav Pilkey (5.1, MG)	**Tales from a Not-So-Fabulous Life**, Rachel Renée Russell (5.4, MG)
13	12	**Grandfather's Journey**, Allen Say (3.6, LG)	**Captain Underpants and the Perilous Plot of Professor Poopypants**, Dav Pilkey (4.7, MG)	**Tales from a Not-So-Graceful Ice Princess**, Rachel Renée Russell (4.5, MG)
14	14	**Captain Underpants and the Attack of the Talking Toilets**, Dav Pilkey (4.7, MG)	**Captain Underpants and the Invasion... Incredibly Naughty Cafeteria Ladies from Outer Space**, Dav Pilkey (4.4, MG)	**The Stranger**, Chris Van Allsburg (3.7, LG)
15	11	**Sarah, Plain and Tall**, Patricia MacLachlan (3.4, MG)	**The Stranger**, Chris Van Allsburg (3.7, LG)	**Stone Fox**, John Reynolds Gardiner (4.0, MG)
16	16	**Frindle**, Andrew Clements (5.4, MG)	**Stone Fox**, John Reynolds Gardiner (4.0, MG)	**The Best Christmas Pageant Ever**, Barbara Robinson (5.1, MG)
17	15	**The Adventures of Captain Underpants**, Dav Pilkey (4.3, MG)	**Captain Underpants and the Wrath of the Wicked Wedgie Woman**, Dav Pilkey (4.4, MG)	**Grandfather's Journey**, Allen Say (3.6, LG)
18	18	**My Brother Martin: A Sister Remembers Growing Up with the Rev. Dr. Martin Luther King Jr.**, Christine King Farris (5.0, LG)	**Grandfather's Journey**, Allen Say (3.6, LG)	**Sarah, Plain and Tall**, Patricia MacLachlan (3.4, MG)
19	23	**Shiloh**, Phyllis Reynolds Naylor (4.4, MG)	**Big Nate: In a Class by Himself**, Lincoln Peirce (3.1, MG)	**Tales from a Not-So-Smart Miss Know-It-All!**, Rachel Renée Russell (4.7, MG)
20	17	**Captain Underpants and the Invasion... Incredibly Naughty Cafeteria Ladies from Outer Space**, Dav Pilkey (4.4, MG)	**Captain Underpants and the Preposterous Plight of the Purple Potty People**, Dav Pilkey (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)

* The average ATOS book level of the top 20 books read by fourth graders was 4.9 overall, 4.9 for boys, and 4.9 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 together inform book selection.

✘ Title published after 2013 report data collection.

Grade 5

In total, 1,427,339 fifth graders read 38,172,691 books and 546,620,799,707 words during the 2012–2013 school year. The average number of words read was 356,810 for boys and 394,260 for girls.

Rank	11–12 Rank	Overall	Boys	Girls
		Title, author (ATOS book level, interest level)*		
1	✘	**Diary of a Wimpy Kid: The Third Wheel**, Jeff Kinney (5.6, MG)	**Diary of a Wimpy Kid: The Third Wheel**, Jeff Kinney (5.6, MG)	**Diary of a Wimpy Kid: The Third Wheel**, Jeff Kinney (5.6, MG)
2	1	**Diary of a Wimpy Kid: Cabin Fever**, Jeff Kinney (5.8, MG)	**Diary of a Wimpy Kid: Cabin Fever**, Jeff Kinney (5.8, MG)	**Diary of a Wimpy Kid: Cabin Fever**, Jeff Kinney (5.8, MG)
3	2	**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)
4	3	**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)
5	5	**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	6	**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)
7	7	**Diary of a Wimpy Kid**, Jeff Kinney (5.2, MG)	**Diary of a Wimpy Kid: Rodrick Rules**, Jeff Kinney (5.2, MG)	**Tales from a Not-So-Graceful Ice Princess**, Rachel Renée Russell (4.5, MG)
8	8	**Number the Stars**, Lois Lowry (4.5, MG)	**Hatchet**, Gary Paulsen (5.7, MG)	**Diary of a Wimpy Kid**, Jeff Kinney (5.2, MG)
9	9	**Hatchet**, Gary Paulsen (5.7, MG)	**Number the Stars**, Lois Lowry (4.5, MG)	**Tales from a Not-So-Popular Party Girl**, Rachel Renée Russell (5.1, MG)
10	10	**Frindle**, Andrew Clements (5.4, MG)	**Frindle**, Andrew Clements (5.4, MG)	**Tales from a Not-So-Talented Pop Star**, Rachel Renée Russell (4.9, MG)
11	4	**The Hunger Games**, Suzanne Collins (5.3, MG+)	**The Sign of the Beaver**, Elizabeth George Speare (4.9, MG)	**Tales from a Not-So-Fabulous Life**, Rachel Renée Russell (5.4, MG)
12	12	**The Sign of the Beaver**, Elizabeth George Speare (4.9, MG)	**The Hunger Games**, Suzanne Collins (5.3, MG+)	**Number the Stars**, Lois Lowry (4.5, MG)
13	14	**Holes**, Louis Sachar (4.6, MG)	**Captain Underpants and the Terrifying Return of Tippy Tinkletrousers**, Dav Pilkey (5.1, MG)	**Tales from a Not-So-Smart Miss Know-It-All!**, Rachel Renée Russell (4.7, MG)
14	✘	**Tales from a Not-So-Graceful Ice Princess**, Rachel Renée Russell (4.5, MG)	**Holes**, Louis Sachar (4.6, MG)	**Frindle**, Andrew Clements (5.4, MG)
15	13	**Tales from a Not-So-Popular Party Girl**, Rachel Renée Russell (5.1, MG)	**The Lightning Thief**, Rick Riordan (4.7, MG)	**Hatchet**, Gary Paulsen (5.7, MG)
16	16	**Tales from a Not-So-Talented Pop Star**, Rachel Renée Russell (4.9, MG)	**Captain Underpants and the Attack of the Talking Toilets**, Dav Pilkey (4.7, MG)	**The Hunger Games**, Suzanne Collins (5.3, MG+)
17	15	**Tales from a Not-So-Fabulous Life**, Rachel Renée Russell (5.4, MG)	**The Sea of Monsters**, Rick Riordan (4.6, MG)	**The Sign of the Beaver**, Elizabeth George Speare (4.9, MG)
18	17	**The Lightning Thief**, Rick Riordan (4.7, MG)	**I Survived: The Attacks of September 11, 2001**, Lauren Tarshis (4.5, MG)	**The Bad Beginning**, Lemony Snicket (6.4, MG)
19	20	**Bridge to Terabithia**, Katherine Paterson (4.6, MG)	**The Adventures of Captain Underpants**, Dav Pilkey (4.3, MG)	**Holes**, Louis Sachar (4.6, MG)
20	18	**The Bad Beginning**, Lemony Snicket (6.4, MG)	**Captain Underpants and the Perilous Plot of Professor Poopypants**, Dav Pilkey (4.7, MG)	**Bridge to Terabithia**, Katherine Paterson (4.6, MG)

* The average ATOS book level of the top 20 books read by fifth graders was 5.3 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 together inform book selection.

✘ Title published after 2013 report data collection.

Grade 6

In total, 1,009,019 sixth graders read 16,367,074 books and 422,875,517,061 words during the 2012–2013 school year. The average number of words read was 374,710 for boys and 435,690 for girls.

Rank	11–12 Rank	Overall	Boys	Girls
		Title, author (ATOS book level, interest level)*		
1	✘	**Diary of a Wimpy Kid: The Third Wheel**, Jeff Kinney (5.6, MG)	**Diary of a Wimpy Kid: The Third Wheel**, Jeff Kinney (5.6, MG)	**Diary of a Wimpy Kid: The Third Wheel**, Jeff Kinney (5.6, MG)
2	2	**The Hunger Games**, Suzanne Collins (5.3, MG+)	**Diary of a Wimpy Kid: Cabin Fever**, Jeff Kinney (5.8, MG)	**The Hunger Games**, Suzanne Collins (5.3, MG+)
3	1	**Diary of a Wimpy Kid: Cabin Fever**, Jeff Kinney (5.8, MG)	**The Hunger Games**, Suzanne Collins (5.3, MG+)	**Diary of a Wimpy Kid: Cabin Fever**, Jeff Kinney (5.8, MG)
4	6	**Hatchet**, Gary Paulsen (5.7, MG)	**Hatchet**, Gary Paulsen (5.7, MG)	**Hatchet**, Gary Paulsen (5.7, MG)
5	3	**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)	**Catching Fire**, Suzanne Collins (5.3, MG+)
6	5	**Diary of a Wimpy Kid: Dog Days**, Jeff Kinney (5.2, MG)	**Diary of a Wimpy Kid: Dog Days**, Jeff Kinney (5.2, MG)	**Number the Stars**, Lois Lowry (4.5, MG)
7	8	**Diary of a Wimpy Kid**, Jeff Kinney (5.2, MG)	**Diary of a Wimpy Kid**, Jeff Kinney (5.2, MG)	**Tales from a Not-So-Graceful Ice Princess**, Rachel Renée Russell (4.5, MG)
8	9	**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 Ugly Truth**, Jeff Kinney (5.5, MG)
9	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: Dog Days**, Jeff Kinney (5.2, MG)
10	4	**Catching Fire**, Suzanne Collins (5.3, MG+)	**Number the Stars**, Lois Lowry (4.5, MG)	**Tales from a Not-So-Talented Pop Star**, Rachel Renée Russell (4.9, MG)
11	10	**Number the Stars**, Lois Lowry (4.5, MG)	**Catching Fire**, Suzanne Collins (5.3, MG+)	**Tales from a Not-So-Popular Party Girl**, Rachel Renée Russell (5.1, MG)
12	12	**Tuck Everlasting**, Natalie Babbitt (5.0, MG)	**The Lightning Thief**, Rick Riordan (4.7, MG)	**Diary of a Wimpy Kid: The Last Straw**, Jeff Kinney (5.4, MG)
13	11	**Mockingjay**, Suzanne Collins (5.3, MG+)	**Holes**, Louis Sachar (4.6, MG)	**Diary of a Wimpy Kid: Rodrick Rules**, Jeff Kinney (5.2, MG)
14	13	**The Lightning Thief**, Rick Riordan (4.7, MG)	**Tuck Everlasting**, Natalie Babbitt (5.0, MG)	**Diary of a Wimpy Kid**, Jeff Kinney (5.2, MG)
15	14	**Holes**, Louis Sachar (4.6, MG)	**The Mark of Athena**, Rick Riordan (4.8, MG)	**Tales from a Not-So-Fabulous Life**, Rachel Renée Russell (5.4, MG)
16	15	**Where the Red Fern Grows**, Wilson Rawls (4.9, MG)	**Mockingjay**, Suzanne Collins (5.3, MG+)	**Tuck Everlasting**, Natalie Babbitt (5.0, MG)
17	16	**The Cay**, Theodore Taylor (5.3, MG)	**The Sea of Monsters**, Rick Riordan (4.6, MG)	**Mockingjay**, Suzanne Collins (5.3, MG+)
18	18	**The Watsons Go to Birmingham—1963**, Christopher Paul Curtis (5.0, MG)	**The Cay**, Theodore Taylor (5.3, MG)	**Tales from a Not-So-Smart Miss Know-It-All!**, Rachel Renée Russell (4.7, MG)
19	✘	**Tales from a Not-So-Graceful Ice Princess**, Rachel Renée Russell (4.5, MG)	**Where the Red Fern Grows**, Wilson Rawls (4.9, MG)	**Holes**, Louis Sachar (4.6, MG)
20	✘	**The Mark of Athena**, Rick Riordan (4.8, MG)	**The Watsons Go to Birmingham—1963**, Christopher Paul Curtis (5.0, MG)	**The Lightning Thief**, Rick Riordan (4.7, MG)

* The average ATOS book level of the top 20 books read by sixth graders was 5.3 overall, 5.3 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 together inform book selection.

✘ *Title published after 2013 report data collection.*

Grade 7

In total, 774,228 seventh graders read 8,376,473 books and 310,867,709,838 words during the 2012–2013 school year. The average number of words read was 342,401 for boys and 428,105 for girls.

Rank	11–12 Rank	Overall	Boys	Girls
		Title, author (ATOS book level, interest level)*		
1	1	**The Hunger Games**, Suzanne Collins (5.3, MG+)	**Diary of a Wimpy Kid: The Third Wheel**, Jeff Kinney (5.6, MG)	**The Hunger Games**, Suzanne Collins (5.3, MG+)
2	✘	**Diary of a Wimpy Kid: The Third Wheel**, Jeff Kinney (5.6, MG)	**The Hunger Games**, Suzanne Collins (5.3, MG+)	**The Outsiders**, S.E. Hinton (4.7, UG)
3	4	**The Outsiders**, S.E. Hinton (4.7, UG)	**The Outsiders**, S.E. Hinton (4.7, UG)	**Catching Fire**, Suzanne Collins (5.3, MG+)
4	3	**Catching Fire**, Suzanne Collins (5.3, MG+)	**Diary of a Wimpy Kid: Cabin Fever**, Jeff Kinney (5.8, MG)	**The Giver**, Lois Lowry (5.7, MG)
5	7	**The Giver**, Lois Lowry (5.7, MG)	**The Giver**, Lois Lowry (5.7, MG)	**Diary of a Wimpy Kid: The Third Wheel**, Jeff Kinney (5.6, MG)
6	2	**Diary of a Wimpy Kid: Cabin Fever**, Jeff Kinney (5.8, MG)	**Catching Fire**, Suzanne Collins (5.3, MG+)	**Mockingjay**, Suzanne Collins (5.3, MG+)
7	5	**Mockingjay**, Suzanne Collins (5.3, MG+)	**Diary of a Wimpy Kid: The Ugly Truth**, Jeff Kinney (5.5, MG)	**Diary of a Wimpy Kid: Cabin Fever**, Jeff Kinney (5.8, MG)
8	6	**Diary of a Wimpy Kid: The Ugly Truth**, Jeff Kinney (5.5, MG)	**Diary of a Wimpy Kid: Dog Days**, Jeff Kinney (5.2, MG)	**Freak the Mighty/The Mighty**, Rodman Philbrick (5.5, UG)
9	8	**Diary of a Wimpy Kid: Dog Days**, Jeff Kinney (5.2, MG)	**Diary of a Wimpy Kid**, Jeff Kinney (5.2, MG)	**Rikki-Tikki-Tavi**, Rudyard Kipling (5.0, LG)
10	10	**Diary of a Wimpy Kid**, Jeff Kinney (5.2, MG)	**The Mark of Athena**, Rick Riordan (4.8, MG)	**Diary of a Wimpy Kid: The Ugly Truth**, Jeff Kinney (5.5, MG)
11	9	**Diary of a Wimpy Kid: Rodrick Rules**, Jeff Kinney (5.2, MG)	**Mockingjay**, Suzanne Collins (5.3, MG+)	**Diary of a Wimpy Kid: Dog Days**, Jeff Kinney (5.2, MG)
12	11	**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)	**Tales from a Not-So-Graceful Ice Princess**, Rachel Renée Russell (4.5, MG)
13	14	**Rikki-Tikki-Tavi**, Rudyard Kipling (5.0, LG)	**Diary of a Wimpy Kid: The Last Straw**, Jeff Kinney (5.4, MG)	**A Child Called "It": One Child's Courage to Survive**, Dave Pelzer (5.8, UG)
14	✘	**The Mark of Athena**, Rick Riordan (4.8, MG)	**The Lightning Thief**, Rick Riordan (4.7, MG)	**Diary of a Wimpy Kid**, Jeff Kinney (5.2, MG)
15	15	**Freak the Mighty/The Mighty**, Rodman Philbrick (5.5, UG)	**Freak the Mighty/The Mighty**, Rodman Philbrick (5.5, UG)	**Diary of a Wimpy Kid: Rodrick Rules**, Jeff Kinney (5.2, MG)
16	12	**The Lightning Thief**, Rick Riordan (4.7, MG)	**Rikki-Tikki-Tavi**, Rudyard Kipling (5.0, LG)	**Twilight**, Stephenie Meyer (4.9, UG)
17	16	**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)
18	17	**The Watsons Go to Birmingham—1963**, Christopher Paul Curtis (5.0, MG)	**The Son of Neptune**, Rick Riordan (4.7, MG)	**Tales from a Not-So-Talented Pop Star**, Rachel Renée Russell (4.9, MG)
19	20	**Holes**, Louis Sachar (4.6, MG)	**The Lost Hero**, Rick Riordan (4.5, MG)	**The Watsons Go to Birmingham—1963**, Christopher Paul Curtis (5.0, MG)
20	19	**The Sea of Monsters**, Rick Riordan (4.6, MG)	**The Sea of Monsters**, Rick Riordan (4.6, MG)	**The Lightning Thief**, Rick Riordan (4.7, MG)

* The average ATOS book level of the top 20 books read by seventh graders was 5.3 overall, 5.3 for boys, and 5.3 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 together inform book selection.

✘ Title published after 2013 report data collection.

Grade 8

In total, 690,959 eighth graders read 6,471,845 books and 285,717,771,665 words during the 2012–2013 school year. The average number of words read was 340,515 for boys and 446,771 for girls.

Rank	11–12 Rank	Overall	Boys	Girls
		Title, author (ATOS book level, interest level)*		
1	1	**The Hunger Games**, Suzanne Collins (5.3, MG+)	**The Outsiders**, S.E. Hinton (4.7, UG)	**The Hunger Games**, Suzanne Collins (5.3, MG+)
2	3	**The Outsiders**, S.E. Hinton (4.7, UG)	**The Hunger Games**, Suzanne Collins (5.3, MG+)	**The Outsiders**, S.E. Hinton (4.7, UG)
3	5	**The Giver**, Lois Lowry (5.7, MG)	**Diary of a Wimpy Kid: The Third Wheel**, Jeff Kinney (5.6, MG)	**The Giver**, Lois Lowry (5.7, MG)
4	2	**Catching Fire**, Suzanne Collins (5.3, MG+)	**The Giver**, Lois Lowry (5.7, MG)	**Catching Fire**, Suzanne Collins (5.3, MG+)
5	✘	**Diary of a Wimpy Kid: The Third Wheel**, Jeff Kinney (5.6, MG)	**Catching Fire**, Suzanne Collins (5.3, MG+)	**Mockingjay**, Suzanne Collins (5.3, MG+)
6	4	**Mockingjay**, Suzanne Collins (5.3, MG+)	**Diary of a Wimpy Kid: Cabin Fever**, Jeff Kinney (5.8, MG)	**Diary of a Wimpy Kid: The Third Wheel**, Jeff Kinney (5.6, MG)
7	6	**Diary of a Wimpy Kid: Cabin Fever**, Jeff Kinney (5.8, MG)	**Mockingjay**, Suzanne Collins (5.3, MG+)	**The Diary of Anne Frank**, Frances Goodrich (3.1, MG)
8	X	**The Mark of Athena**, Rick Riordan (4.8, MG)	**The Mark of Athena**, Rick Riordan (4.8, MG)	**The Tell-Tale Heart**, Edgar Allan Poe (7.3, UG)
9	8	**The Tell-Tale Heart**, Edgar Allan Poe (7.3, UG)	**The Tell-Tale Heart**, Edgar Allan Poe (7.3, UG)	**A Child Called "It": One Child's Courage to Survive**, Dave Pelzer (5.8, UG)
10	9	**The Diary of Anne Frank**, Frances Goodrich (3.1, MG)	**The Diary of Anne Frank**, Frances Goodrich (3.1, MG)	**Divergent**, Veronica Roth (4.8, UG)
11	7	**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: Cabin Fever**, Jeff Kinney (5.8, MG)
12	11	**The Lightning Thief**, Rick Riordan (4.7, MG)	**The Lightning Thief**, Rick Riordan (4.7, MG)	**Matched**, Ally Condie (4.8, UG)
13	18	**Night**, Elie Wiesel (4.8, UG)	**The Son of Neptune**, Rick Riordan (4.7, MG)	**The Boy in the Striped Pajamas**, John Boyne (5.8, UG)
14	219	**Divergent**, Veronica Roth (4.8, UG)	**Diary of a Wimpy Kid: Dog Days**, Jeff Kinney (5.2, MG)	**Twilight**, Stephenie Meyer (4.9, UG)
15	12	**Diary of a Wimpy Kid: Dog Days**, Jeff Kinney (5.2, MG)	**Diary of a Wimpy Kid**, Jeff Kinney (5.2, MG)	**Night**, Elie Wiesel (4.8, UG)
16	13	**Diary of a Wimpy Kid**, Jeff Kinney (5.2, MG)	**Diary of a Wimpy Kid: Rodrick Rules**, Jeff Kinney (5.2, MG)	**To Kill a Mockingbird**, Harper Lee (5.6, UG)
17	22	**The Boy in the Striped Pajamas**, John Boyne (5.8, UG)	**The Lost Hero**, Rick Riordan (4.5, MG)	**The Perks of Being a Wallflower**, Stephen Chbosky (4.8, UG)
18	14	**Diary of a Wimpy Kid: Rodrick Rules**, Jeff Kinney (5.2, MG)	**Diary of a Wimpy Kid: The Last Straw**, Jeff Kinney (5.4, MG)	**Beautiful Creatures**, Kami Garcia (4.5, MG+)
19	10	**The Son of Neptune**, Rick Riordan (4.7, MG)	**The Sea of Monsters**, Rick Riordan (4.6, MG)	**The Mark of Athena**, Rick Riordan (4.8, MG)
20	19	**To Kill a Mockingbird**, Harper Lee (5.6, UG)	**The Serpent's Shadow**, Rick Riordan (4.8, MG)	**Diary of a Wimpy Kid: The Ugly Truth**, Jeff Kinney (5.5, MG)

* The average ATOS book level of the top 20 books read by eighth 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 together inform book selection.

✘ Title published after 2013 report data collection.

Grade 9

In total, 182,729 ninth graders read 1,172,042 books and 56,267,302,218 words during the 2012–2013 school year. The average number of words read was 247,247 for boys and 337,590 for girls.

Rank	11–12 Rank	Overall	Boys	Girls
		Title, author (ATOS book level, interest level)*		
1	1	**The Hunger Games**, Suzanne Collins (5.3, MG+)	**The Hunger Games**, Suzanne Collins (5.3, MG+)	**The Hunger Games**, Suzanne Collins (5.3, MG+)
2	2	**Catching Fire**, Suzanne Collins (5.3, MG+)	**Catching Fire**, Suzanne Collins (5.3, MG+)	**Catching Fire**, Suzanne Collins (5.3, MG+)
3	3	**To Kill a Mockingbird**, Harper Lee (5.6, UG)	**Of Mice and Men**, John Steinbeck (4.5, UG)	**To Kill a Mockingbird**, Harper Lee (5.6, UG)
4	6	**Of Mice and Men**, John Steinbeck (4.5, UG)	**To Kill a Mockingbird**, Harper Lee (5.6, UG)	**Romeo and Juliet**, William Shakespeare (8.6, UG)
5	4	**Romeo and Juliet**, William Shakespeare (8.6, UG)	**Romeo and Juliet**, William Shakespeare (8.6, UG)	**Of Mice and Men**, John Steinbeck (4.5, UG)
6	5	**Mockingjay**, Suzanne Collins (5.3, MG+)	**The Most Dangerous Game**, Richard Connell (5.3, UG)	**Mockingjay**, Suzanne Collins (5.3, MG+)
7	9	**Night**, Elie Wiesel (4.8, UG)	**Mockingjay**, Suzanne Collins (5.3, MG+)	**Night**, Elie Wiesel (4.8, UG)
8	7	**The Most Dangerous Game**, Richard Connell (5.3, UG)	**Night, Elie Wiesel (4.8, UG)**	**A Child Called "It": One Child's Courage to Survive**, Dave Pelzer (5.8, UG)
9	8	**The Outsiders**, S.E. Hinton (4.7, UG)	**The Outsiders**, S.E. Hinton (4.7, UG)	**The Most Dangerous Game**, Richard Connell (5.3, UG)
10	14	**The Giver**, Lois Lowry (5.7, MG)	**The Mark of Athena**, Rick Riordan (4.8, MG)	**The Outsiders**, S.E. Hinton (4.7, UG)
11	11	**Animal Farm**, George Orwell (7.3, UG)	**The Lightning Thief**, Rick Riordan (4.7, MG)	**Safe Haven**, Nicholas Sparks (5.3, UG)
12	10	**A Child Called "It": One Child's Courage to Survive**, Dave Pelzer (5.8, UG)	**Animal Farm**, George Orwell (7.3, UG)	**Animal Farm**, George Orwell (7.3, UG)
13	✘	**The Mark of Athena**, Rick Riordan (4.8, MG)	**The Giver**, Lois Lowry (5.7, MG)	**Speak**, Laurie Halse Anderson (4.5, UG)
14	12	**The Lightning Thief**, Rick Riordan (4.7, MG)	**Diary of a Wimpy Kid: The Third Wheel**, Jeff Kinney (5.6, MG)	**The Perks of Being a Wallflower**, Stephen Chbosky (4.8, UG)
15	13	**The Cask of Amontillado**, Edgar Allan Poe (7.3, UG)	**The Cask of Amontillado**, Edgar Allan Poe (7.3, UG)	**The Giver**, Lois Lowry (5.7, MG)
16	16	**Speak**, Laurie Halse Anderson (4.5, UG)	**The Son of Neptune**, Rick Riordan (4.7, MG)	**Twilight**, Stephenie Meyer (4.9, UG)
17	22	**Lord of the Flies**, William Golding (5.0, UG)	**Diary of a Wimpy Kid: Cabin Fever**, Jeff Kinney (5.8, MG)	**Thirteen Reasons Why**, Jay Asher (3.9, MG+)
18	✘	**Diary of a Wimpy Kid: The Third Wheel**, Jeff Kinney (5.6, MG)	**The Necklace**, Guy de Maupassant (5.5, MG)	**The Necklace**, Guy de Maupassant (5.5, MG)
19	15	**The Necklace**, Guy de Maupassant (5.5, MG)	**The Lost Hero**, Rick Riordan (4.5, MG)	**The Notebook**, Nicholas Sparks (5.5, UG)
20	257	**Divergent**, Veronica Roth (4.8, UG)	**Lord of the Flies**, William Golding (5.0, UG)	**Matched**, Ally Condie (4.8, UG)

* The average ATOS book level of the top 20 books read by ninth graders was 5.6 overall, 5.5 for boys, and 5.5 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 together inform book selection.

✘ Title published after 2013 report data collection.

Grade 10

In total, 134,767 tenth graders read 773,626 books and 41,677,007,107 words during the 2012–2013 school year. The average number of words read was 256,416 for boys and 347,863 for girls.

Rank	11–12 Rank	Overall	Boys	Girls
		Title, author (ATOS book level, interest level)*		
1	1	**The Hunger Games**, Suzanne Collins (5.3, MG+)	**The Hunger Games**, Suzanne Collins (5.3, MG+)	**The Hunger Games**, Suzanne Collins (5.3, MG+)
2	2	**Catching Fire**, Suzanne Collins (5.3, MG+)	**Catching Fire**, Suzanne Collins (5.3, MG+)	**Night**, Elie Wiesel (4.8, UG)
3	3	**Night**, Elie Wiesel (4.8, UG)	**Of Mice and Men**, John Steinbeck (4.5, UG)	**Catching Fire**, Suzanne Collins (5.3, MG+)
4	4	**Of Mice and Men**, John Steinbeck (4.5, UG)	**Night**, Elie Wiesel (4.8, UG)	**Of Mice and Men**, John Steinbeck (4.5, UG)
5	6	**To Kill a Mockingbird**, Harper Lee (5.6, UG)	**Julius Caesar**, William Shakespeare (10.8, UG)	**To Kill a Mockingbird**, Harper Lee (5.6, UG)
6	7	**Julius Caesar**, William Shakespeare (10.8, UG)	**To Kill a Mockingbird**, Harper Lee (5.6, UG)	**Julius Caesar**, William Shakespeare (10.8, UG)
7	5	**Mockingjay**, Suzanne Collins (5.3, MG+)	**Mockingjay**, Suzanne Collins (5.3, MG+)	**Mockingjay**, Suzanne Collins (5.3, MG+)
8	8	**Animal Farm**, George Orwell (7.3, UG)	**Animal Farm**, George Orwell (7.3, UG)	**Safe Haven**, Nicholas Sparks (5.3, UG)
9	10	**Lord of the Flies**, William Golding (5.0, UG)	**The Mark of Athena**, Rick Riordan (4.8, MG)	**A Child Called "It": One Child's Courage to Survive**, Dave Pelzer (5.8, UG)
10	9	**A Child Called "It": One Child's Courage to Survive**, Dave Pelzer (5.8, UG)	**Lord of the Flies**, William Golding (5.0, UG)	**The Perks of Being a Wallflower**, Stephen Chbosky (4.8, UG)
11	81	**Safe Haven**, Nicholas Sparks (5.3, UG)	**A Raisin in the Sun**, Lorraine Hansberry (5.5, UG)	**Animal Farm**, George Orwell (7.3, UG)
12	217	**The Perks of Being a Wallflower**, Stephen Chbosky (4.8, UG)	**The Lightning Thief**, Rick Riordan (4.7, MG)	**The Fault in Our Stars**, John Green (5.5, UG)
13	✗	**The Mark of Athena**, Rick Riordan (4.8, MG)	**The Son of Neptune**, Rick Riordan (4.7, MG)	**Thirteen Reasons Why**, Jay Asher (3.9, MG+)
14	210	**Divergent**, Veronica Roth (4.8, UG)	**The Lost Hero**, Rick Riordan (4.5, MG)	**Lord of the Flies**, William Golding (5.0, UG)
15	20	**A Raisin in the Sun**, Lorraine Hansberry (5.5, UG)	**A Child Called "It": One Child's Courage to Survive**, Dave Pelzer (5.8, UG)	**The Notebook**, Nicholas Sparks (5.5, UG)
16	37	**Things Fall Apart**, Chinua Achebe (6.2, UG)	**The Outsiders**, S.E. Hinton (4.7, UG)	**A Raisin in the Sun**, Lorraine Hansberry (5.5, UG)
17	13	**The Lightning Thief**, Rick Riordan (4.7, MG)	**The Crucible**, Arthur Miller (4.9, UG)	**Divergent**, Veronica Roth (4.8, UG)
18	16	**Thirteen Reasons Why**, Jay Asher (3.9, MG+)	**The Maze Runner**, James Dashner (5.3, UG)	**Crank**, Ellen Hopkins (4.3, UG)
19	52	**The Great Gatsby**, F. Scott Fitzgerald (7.3, UG)	**Things Fall Apart**, Chinua Achebe (6.2, UG)	**The Lucky One**, Nicholas Sparks (5.0, UG)
20	18	**Anthem**, Ayn Rand (6.1, UG)	**Anthem**, Ayn Rand (6.1, UG)	**Twilight**, Stephenie Meyer (4.9, UG)

* The average ATOS book level of the top 20 books read by tenth graders was 5.7 overall, 5.7 for boys, and 5.5 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 together inform book selection.

✗ Title published after 2013 report data collection.

Grade 11

In total, 107,301 eleventh graders read 547,314 books and 31,931,347,313 words during the 2012–2013 school year. The average number of words read was 248,029 for boys and 334,449 for girls.

Rank	11–12 Rank	Overall	Boys	Girls
		Title, author (ATOS book level, interest level)*		
1	3	**The Crucible**, Arthur Miller (4.9, UG)	**The Crucible**, Arthur Miller (4.9, UG)	**The Crucible**, Arthur Miller (4.9, UG)
2	1	**The Hunger Games**, Suzanne Collins (5.3, MG+)	**The Hunger Games,** Suzanne Collins (5.3, MG+)	**The Hunger Games**, Suzanne Collins (5.3, MG+)
3	4	**The Great Gatsby**, F. Scott Fitzgerald (7.3, UG)	**The Great Gatsby**, F. Scott Fitzgerald (7.3, UG)	**The Great Gatsby**, F. Scott Fitzgerald (7.3, UG)
4	2	**Catching Fire**, Suzanne Collins (5.3, MG+)	**Of Mice and Men**, John Steinbeck (4.5, UG)	**Catching Fire**, Suzanne Collins (5.3, MG+)
5	5	**Of Mice and Men**, John Steinbeck (4.5, UG)	**Catching Fire**, Suzanne Collins (5.3, MG+)	**Of Mice and Men**, John Steinbeck (4.5, UG)
6	6	**Mockingjay**, Suzanne Collins (5.3, MG+)	**Mockingjay**, Suzanne Collins (5.3, MG+)	**Mockingjay**, Suzanne Collins (5.3, MG+)
7	7	**The Scarlet Letter (Unabridged)**, Nathaniel Hawthorne (11.7, UG)	**The Scarlet Letter (Unabridged)**, Nathaniel Hawthorne (11.7, UG)	**The Scarlet Letter (Unabridged)**, Nathaniel Hawthorne (11.7, UG)
8	77	**Safe Haven**, Nicholas Sparks (5.3, UG)	**A Raisin in the Sun**, Lorraine Hansberry (5.5, UG)	**Safe Haven**, Nicholas Sparks (5.3, UG)
9	17	**A Raisin in the Sun**, Lorraine Hansberry (5.5, UG)	**The Mark of Athena**, Rick Riordan (4.8, MG)	**A Child Called "It": One Child's Courage to Survive**, Dave Pelzer (5.8, UG)
10	10	**A Child Called "It": One Child's Courage to Survive**, Dave Pelzer (5.8, UG)	**The Adventures of Huckleberry Finn (Unabridged)**, Mark Twain (6.6, MG+)	**A Raisin in the Sun**, Lorraine Hansberry (5.5, UG)
11	9	**The Adventures of Huckleberry Finn (Unabridged)**, Mark Twain (6.6, MG+)	**To Kill a Mockingbird**, Harper Lee (5.6, UG)	**The Perks of Being a Wallflower**, Stephen Chbosky (4.8, UG)
12	8	**To Kill a Mockingbird**, Harper Lee (5.6, UG)	**The Lightning Thief**, Rick Riordan (4.7, MG)	**The Fault in Our Stars**, John Green (5.5, UG)
13	199	**Divergent**, Veronica Roth (4.8, UG)	**The Lost Hero**, Rick Riordan (4.5, MG)	**Twilight**, Stephenie Meyer (4.9, UG)
14	185	**The Perks of Being a Wallflower**, Stephen Chbosky (4.8, UG)	**Night**, Elie Wiesel (4.8, UG)	**Thirteen Reasons Why**, Jay Asher (3.9, MG+)
15	13	**Night**, Elie Wiesel (4.8, UG)	**The Catcher in the Rye**, J.D. Salinger (4.7, UG)	**Divergent**, Veronica Roth (4.8, UG)
16	12	**Twilight**, Stephenie Meyer (4.9, UG)	**The Hobbit**, J.R.R. Tolkien (6.6, UG)	**The Adventures of Huckleberry Finn (Unabridged)**, Mark Twain (6.6, MG+)
17	19	**The Catcher in the Rye**, J.D. Salinger (4.7, UG)	**The Son of Neptune**, Rick Riordan (4.7, MG)	**Crank**, Ellen Hopkins (4.3, UG)
18	407	**The Fault in Our Stars**, John Green (5.5, UG)	**Divergent**, Veronica Roth (4.8, UG)	**The Help**, Kathryn Stockett (4.4, UG)
19	✗	**The Mark of Athena**, Rick Riordan (4.8, MG)	**A Child Called "It": One Child's Courage to Survive**, Dave Pelzer (5.8, UG)	**Their Eyes Were Watching God**, Zora Neale Hurston (5.6, UG)
20	20	**Thirteen Reasons Why**, Jay Asher (3.9, MG+)	**Lord of the Flies**, William Golding (5.0, UG)	**The Notebook**, Nicholas Sparks (5.5, UG)

* The average ATOS book level of the top 20 books read by eleventh graders was 5.7 overall, 5.6 for boys, and 5.7 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 together inform book selection.

✗ Title published after 2013 report data collection.

Grade 12

In total, 76,952 twelfth graders read 402,663 books and 23,312,457,381 words during the 2012–2013 school year. The average number of words read was 250,072 for boys and 343,618 for girls.

Rank	11–12 Rank	Overall	Boys	Girls
		Title, author (ATOS book level, interest level)*		
1	1	**The Hunger Games**, Suzanne Collins (5.3, MG+)	**The Hunger Games**, Suzanne Collins (5.3, MG+)	**The Hunger Games**, Suzanne Collins (5.3, MG+)
2	3	**Frankenstein (Unabridged)**, Mary Shelley (12.4, UG)	**Frankenstein (Unabridged)**, Mary Shelley (12.4, UG)	**Frankenstein (Unabridged)**, Mary Shelley (12.4, UG)
3	2	**Catching Fire**, Suzanne Collins (5.3, MG+)	**Catching Fire**, Suzanne Collins (5.3, MG+)	**Catching Fire**, Suzanne Collins (5.3, MG+)
4	4	**Macbeth**, William Shakespeare (10.9, UG)	**Macbeth**, William Shakespeare (10.9, UG)	**Macbeth**, William Shakespeare (10.9, UG)
5	5	**Mockingjay**, Suzanne Collins (5.3, MG+)	**Mockingjay**, Suzanne Collins (5.3, MG+)	**Mockingjay**, Suzanne Collins (5.3, MG+)
6	7	**Of Mice and Men**, John Steinbeck (4.5, UG)	**Of Mice and Men**, John Steinbeck (4.5, UG)	**Safe Haven**, Nicholas Sparks (5.3, UG)
7	14	**The Great Gatsby**, F. Scott Fitzgerald (7.3, UG)	**The Great Gatsby**, F. Scott Fitzgerald (7.3, UG)	**The Great Gatsby**, F. Scott Fitzgerald (7.3, UG)
8	6	**Animal Farm**, George Orwell (7.3, UG)	**Animal Farm**, George Orwell (7.3, UG)	**The Perks of Being a Wallflower**, Stephen Chbosky (4.8, UG)
9	39	**Safe Haven**, Nicholas Sparks (5.3, UG)	**Hamlet**, William Shakespeare (10.5, UG)	**Twilight**, Stephenie Meyer (4.9, UG)
10	11	**Lord of the Flies**, William Golding (5.0, UG)	**Lord of the Flies**, William Golding (5.0, UG)	**A Child Called "It": One Child's Courage to Survive**, Dave Pelzer (5.8, UG)
11	10	**Hamlet**, William Shakespeare (10.5, UG)	**The Kite Runner**, Khaled Hosseini (5.2, UG)	**The Kite Runner**, Khaled Hosseini (5.2, UG)
12	8	**Twilight**, Stephenie Meyer (4.9, UG)	**The Hobbit**, J.R.R. Tolkien (6.6, UG)	**Animal Farm**, George Orwell (7.3, UG)
13	13	**A Child Called "It": One Child's Courage to Survive**, Dave Pelzer (5.8, UG)	**The Metamorphosis**, Franz Kafka (10.5, UG)	**Of Mice and Men**, John Steinbeck (4.5, UG)
14	17	**The Kite Runner**, Khaled Hosseini (5.2, UG)	**1984**, George Orwell (8.9, UG)	**Hamlet**, William Shakespeare (10.5, UG)
15	107	**The Perks of Being a Wallflower**, Stephen Chbosky (4.8, UG)	**The Mark of Athena**, Rick Riordan (4.8, MG)	**Thirteen Reasons Why**, Jay Asher (3.9, MG+)
16	15	**Night**, Elie Wiesel (4.8, UG)	**The Lightning Thief**, Rick Riordan (4.7, MG)	**The Notebook**, Nicholas Sparks (5.5, UG)
17	12	**1984**, George Orwell (8.9, UG)	**Night**, Elie Wiesel (4.8, UG)	**The Lucky One**, Nicholas Sparks (5.0, UG)
18	50	**The Metamorphosis**, Franz Kafka (10.5, UG)	**Twilight**, Stephenie Meyer (4.9, UG)	**Divergent**, Veronica Roth (4.8, UG)
19	185	**Divergent**, Veronica Roth (4.8, UG)	**A Child Called "It": One Child's Courage to Survive**, Dave Pelzer (5.8, UG)	**The Metamorphosis**, Franz Kafka (10.5, UG)
20	139	**The Hobbit**, J.R.R. Tolkien (6.6, UG)	**The Lost Hero**, Rick Riordan (4.5, MG)	**Lord of the Flies**, William Golding (5.0, UG)

The average ATOS book level of the top 20 books read by twelfth graders was 7.1 overall, 7.1 for boys, and 6.8 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 together inform book selection.

Raising the bar on independent reading

By Terri L. Soutor, President, Brain Hive, LLC

Anyone who's had the pleasure of getting lost in a good book knows the joy independent reading can bring. As educators, we take that experience one step further, understanding that independent reading is a key element to a well-rounded and successful literacy program. It allows students to discover books that capture their interests and enables them to share what they read with others. It provides opportunities for students to be creative and empowered in the learning process. And, when paired with classroom curriculum, independent reading tied to assessment and evaluation can significantly advance vocabulary, reading comprehension, verbal fluency, and school achievement among K–12 students.

We know that when students read just 15 minutes each day, they typically are exposed to more than a million words each year.[9] We also know that students are likely to read more, and develop positive attitudes about reading, when they have the freedom to choose books that interest them. They are more likely to become enthusiastic lifelong readers—and learners—because they have a voice in the reading process, are empowered to contribute to their knowledge, and have greater control over what they learn. The more schools are able to raise the bar on independent reading, the greater the opportunity for students to share ownership for learning and view reading as a key priority.

Essentials for supporting independent reading
One of the most important things K–12 schools can do to support independent reading is to make more of the books students want to read available, where and when kids want them, at a price that makes it possible. It sounds simple enough, but as budgets tighten educators are challenged by the task of adding titles to their library collections in a cost-effective and meaningful way. That's one reason why more of them are turning to digital book clubs, such as Brain Hive®, to support their independent reading programs in a format that is becoming increasingly essential to the learning process.

Brain Hive helps educators redefine reading by providing access to more than 6,500 high-interest fiction and nonfiction titles, on demand for just $1 per eBook. Students are able to use free apps to download books on their favorite eReader devices from any Internet connection. And, because membership is free and schools pay only for the books that get checked out, it's an economical way for educators to provide books kids love on the devices they can't live without.

> Students are likely to read more, and develop positive attitudes about reading, when they have the freedom to choose books that interest them.

With Brain Hive, librarians maintain complete control over their collection, spending, and access, and readers are able to choose from a wide selection of titles that are continuously updated to suit every grade level, genre, and interest. The curated collection includes bestselling and award-winning titles from trusted publishers that appeal to students at elementary, middle school, and high school reading levels. Students are able to designate their unique reading interests and get recommendations on just the right books to engage them in reading independently.

In addition to offering an array of popular titles available on demand, Brain Hive also redefines the reading experience in other ways, including using social and educational tools to simplify and stimulate engagement, for example:

- Educators can use these tools to create book clubs and invite students to share in a reading group—a great option to support summer reading programs or classroom reading assignments.
- Students can bookmark and take notes within books they're reading and reference saved notes—an excellent tool to support research and report projects.
- Students can share what they're reading from Brain Hive with friends, rate books, and mark favorites—an ideal opportunity for students to spread the love of reading with others as they learn.

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9 Anderson, R. C., Wilson, P., & Fielding, L. (1988). Growth in reading and how children spend their time outside of school. *Reading Research Quarterly, 23*(3), 285–303.

Getting a return on your independent reading investment
Another way Brain Hive helps educators redefine reading is by providing tools and reports to track activity and measure the true value of digital reading at their schools. Educators can see not only eBook circulation, but also time spent reading, pages read, popular genres and interests, average student ratings, and much more to help them understand reader engagement. In addition, more than 65% of titles available on Brain Hive have AR Quizzes available for assessment of reading comprehension. Students at schools that use Accelerated Reader benefit from online access to AR Quizzes that Brain Hive makes available, providing a powerful tool for monitoring and managing independent reading practice.

Since Brain Hive was launched in 2012, the club has reported more than 314,000 pages read and more than 3,200 hours of reading through its tracking system. As independent reading takes off, Brain Hive is using data to help schools gain traction with valuable insights, for example:

- More than half the books students have checked out are intermediate and middle-grade fiction.

- Of the books checked out, 60% are fiction and 40% are nonfiction.

- The most popular genres checked out include intermediate and young adult fiction, graphic novels, and high-interest nonfiction on subjects such as sports, science, and nature.

- Students have discriminating tastes; most of the books accessed are multiple award-winners.

These are just some of the reasons why Brain Hive is so excited about working with Renaissance Learning and U.S. schools to raise a buzz about reading. By offering more reading choices to students, enabling them to discover award-winning eBooks to download on their favorite devices, and by appealing to all grade levels, topics, and genres, we can truly raise the bar on independent reading for K–12 students. We can lay the foundation for enthusiastic lifelong learning. And we can help educators redefine the way students read by expanding where and when reading and learning takes place—both inside and outside the classroom.

Most popular genres
- Intermediate and young adult fiction
- Graphic novels
- High-interest nonfiction

What we learned at the digital revolution

By David Samuelson, Library General Manager, Capstone

Capstone shares a core belief with school librarians and teachers: every child is a reader when matched with the right book. And with Capstone Interactive eBooks, students have accessed that perfect-for-them next book nearly half a million times!

Digital reading is just one more way Capstone can help educators find just the right book to tempt their students. There's growing anecdotal evidence (formal studies are underway no doubt!) that digital reading increases student motivation. Something about simply changing the delivery method can change a reluctant reader's attitude. Struggling readers too can find much to love with digital reading. For example, Capstone's 3,000+ interactive eBooks all feature audio recorded by professional voice-over artists that provide a critical text scaffold while modeling correct pronunciation and fluency.

Access is both an opportunity and a concern. On the one hand, digital reading makes accessing a book easier than ever. With a web connection to their school's library catalog, students can click on a link to open a Capstone Interactive eBook from their classroom, their home, on vacation—wherever—without having to worry about whether a book is checked out by another student and unavailable for their use.

Teachers too have new ways of sharing a book with their students, easily projecting content on their interactive white boards for whole class instruction. Students and teachers can also enjoy the benefits of seamlessly connecting student reading to other programs within the school. With just one click, a student can finish a Capstone Interactive eBook and immediately launch an Accelerated Reader Quiz.

But the digital divide is a real phenomenon. Schools don't always have the most up-to-date technology and students' access beyond the school walls is highly variable. Capstone embraces its responsibility to provide products that work on a variety of platforms—not just the latest and greatest device—and to help build awareness of community access zones such as public libraries.

> Just like with print, kids aren't interested in reading digitally if they aren't interested in *what* they are reading.

What's the most revolutionary idea that Capstone's digital reading data uncovered? A good book is a good book, regardless of format. There's a high correlation between what kids enjoy reading in print and what they enjoy reading digitally. Just like with print, kids aren't interested in reading digitally if they aren't interested in *what* they are reading. Our most purchased Capstone Interactive eBooks—with one or more titles in 20,000 schools—are our graphic nonfiction titles featuring Max Axiom, super-scientist extraordinaire. Using a fun, accessible graphic novel format, Max takes students on a journey exploring scientific concepts from photosynthesis to magnetism. And guess what? These are among our best-selling and most beloved print books as well. And topics such as the military, weird animals, and zombies will be gobbled up no matter how they are delivered.

A school librarian shared this note she received from a reluctant reader after he read one of Capstone's Library of Doom books:

Dear Mrs. G,

Thank you for helping me find some interesting books now I know that reading can be fun now!!! Now when I go in the library, I know what to pick out now. I found three fantasy books. When I go home I can read it to my little brother now and when he gets to middle school he'll want to read books a lot too. I'm learning a lot from the books I got from the library. Everyone in my class loves their books!!! You lighten my life now it was dark when I hated reading. Like they say out with the old and in with the new!! For this I say thank you.

Sincerely,
R.

Can you tell whether this student read this book in print or online? No, but you can tell he read. This reader was matched with just the right book. It's a reminder to us all that the "digital" part of digital reading is just a path to the ultimate goal—more reading!
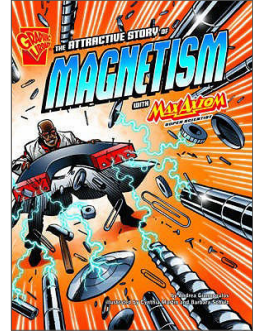
Most purchased Capstone Interactive eBook title

Section II: Nonfiction reading

Section I: Overall reading (p. 3) underscores students' leanings toward fiction books—this holds true in all grades, K–12. College- and career-readiness standards, however, emphasize that attention should also be paid to nonfiction reading. Per the 2013 National Assessment of Educational Progress (NAEP) Reading Framework, "The development of the broad range of skills that the nation's students need to read successfully in both literary and informational texts is the responsibility of teachers across the curriculum, as well as of parents and the community" (p. 6).[10]

The table below shows a side-by-side comparison of NAEP's distribution versus the actual percentage of book reading of fiction and nonfiction titles in the Accelerated Reader hosted database. While the NAEP framework calls for between 50 to 70% of text to be informational/nonfiction, our data show that current independent book reading practice falls far short of these levels at just 14–24%.

	Percent of books read		NAEP framework*	
Grade	Fiction	Nonfiction	Literary	Informational
1	82%	18%		
2	80%	20%		
3	79%	21%		
4	77%	23%	50%	50%
5	76%	24%		
6	81%	19%		
7	83%	17%		
8	84%	16%	45%	55%
9	84%	16%		
10	84%	16%		
11	86%	14%		
12	85%	15%	30%	70%

* Source: Reading framework for the 2013 National Assessment of Educational Progress.

The Common Core State Standards note that for younger students, listening "to informational read-alouds in the early grades helps lay the necessary foundation for students' reading and understanding of increasingly complex texts on their own in subsequent grades" (p. 33). For older students they advise that it is "through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts" (p. 35).[11]

To help teachers search for nonfiction books of interest to students, the lists that begin on p. 26 rank the **Top 20 nonfiction books read overall and by gender, grades 1–12**[12] based on the AR hosted database of book-reading records for more than 9.8 million students from 31,195 schools nationwide who read more than 318 million books during the 2012–2013 school year.

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10 National Assessment Governing Board. (2012). *Reading framework for the 2013 National Assessment of Educational Progress.* Washington, DC: U.S. Government Printing Office.

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

12 *Please note:* Because schools may optionally record demographic information about students in AR, gender data is available for approximately 67% of students. Thus, in the book lists, the overall category compiles student records for boys, girls, and students for which gender was not recorded, whereas for the boy and girl categories individually, records for students of unknown gender are excluded.

Reflections on reading

For today's students, options for reading abound—whether they are at home, school, or on the go. In addition to browsing the shelves of brick-and-mortar school or public libraries and online or physical bookstores, students can download electronic copies of books and read them on a variety of devices, from dedicated eReaders to tablets to phones. Contributions from three guests bookend the lists in this section: **Mitch Albom** (*Tuesdays with Morrie*) responds to questions about reading in a short Q & A session on the next page, and two digital reading companies, Renaissance Learning's **Subtext** (p. 38) and **MackinVIA** (p. 40), share findings from their student reading platforms.

Reflections on reading

Q & A with Mitch Albom, author of *Tuesdays with Morrie*

Q: Who or what inspired your early reading?
A: My mother was my earliest inspiration. She took me to the local library every Saturday morning and left me there for three hours. You don't have much choice but to read in a case like that.

Q: Do you prefer to read in print or digitally?
A: I prefer to read the old-fashioned way, feeling the pages beneath my fingers. However, I admit it is a lot easier to lug 10 books with you in the weight of a single iPad, and I have begun doing so.

Q: What is your perspective on how kids are reading?
A: I do think this new digital approach is affecting the attention span of kids with their reading habits. It's not possible to read a thousand-page book on your cell phone and not lose some of the focus and concentration—at least for the appreciation of the words—required in quality literature. I'm afraid that the level of writing and the quality of books will eventually suffer in efforts to be more attractive to the portable reading device. And that's sad.

Q: How much do you think the medium used to read a book matters for students, both in their comprehension and engagement with a text?
A: I think if it's a book to be studied and absorbed for education—as opposed to a book read for pleasure—then it's very important to have quick and easy references for the student. A traditional textbook is a much better way to do that, in my opinion, than having to get online, track down a book, and search through it.
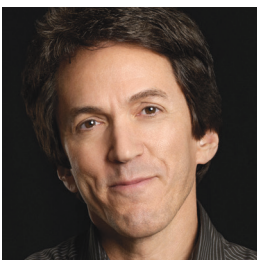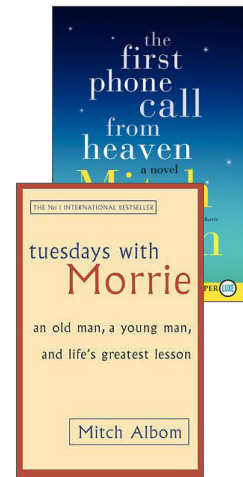
Mitch Albom is a bestselling novelist, screenwriter, and playwright, and an award-winning journalist. He is the author of six number one *New York Times* bestsellers and has sold more than 34 million copies of his books in 42 languages worldwide. *Tuesdays with Morrie*, which spent four years atop the *New York Times* list, is the bestselling memoir of all time. Albom has founded seven charities, including the first-ever full-time medical clinic for homeless children in America. He also operates an orphanage in Port-au-Prince, Haiti. He lives with his wife, Janine, in suburban Detroit.

Photo by Jenny Risher.

Top 20 nonfiction books read overall and by gender, grades 1–12

Grade 1		
Overall	**Boys**	**Girls**
12–13	**Title**, author (ATOS book level, interest level)*	
1	**From Head to Toe**, Eric Carle (1.0, LG)	**From Head to Toe**, Eric Carle (1.0, LG)	**Me on the Map**, Joan Sweeney (1.8, LG)
2	**Me on the Map**, Joan Sweeney (1.8, LG)	**Red-Eyed Tree Frog**, Joy Cowley (1.3, LG)	**From Head to Toe**, Eric Carle (1.0, LG)
3	**I'm a Caterpillar**, Jean Marzollo (0.9, LG)	**Me on the Map**, Joan Sweeney (1.8, LG)	**I'm a Caterpillar**, Jean Marzollo (0.9, LG)
4	**Red-Eyed Tree Frog**, Joy Cowley (1.3, LG)	**I'm a Caterpillar**, Jean Marzollo (0.9, LG)	**Red-Eyed Tree Frog**, Joy Cowley (1.3, LG)
5	**Animal Babies**, Bobbie Hamsa (1.0, LG)	**Animal Babies**, Bobbie Hamsa (1.0, LG)	**Animal Babies**, Bobbie Hamsa (1.0, LG)
6	**I Am Water**, Jean Marzollo (0.6, LG)	**Johnny Appleseed**, Patricia Demuth (1.8, LG)	**A Whisper Is Quiet**, Carolyn Lunn (0.5, LG)
7	**Dogs**, Helen Frost (0.5, LG)	**I Am Water**, Jean Marzollo (0.6, LG)	**Dogs**, Helen Frost (0.5, LG)
8	**Johnny Appleseed**, Patricia Demuth (1.8, LG)	**Fish**, Helen Frost (0.5, LG)	**I Am Water**, Jean Marzollo (0.6, LG)
9	**Cats**, Helen Frost (0.6, LG)	**Sharks**, Martha E.H. Rustad (1.5, LG)	**Johnny Appleseed**, Patricia Demuth (1.8, LG)
10	**Fish**, Helen Frost (0.5, LG)	**Dinosaurs, Dinosaurs**, Byron Barton (2.9, LG)	**Cats**, Helen Frost (0.6, LG)
11	**A Whisper Is Quiet**, Carolyn Lunn (0.5, LG)	**Dinosaur Babies**, Lucille Recht Penner (2.1, LG)	**Purple Is Part of a Rainbow**, Carolyn Kowalczyk (1.1, LG)
12	**Johnny Appleseed**, Jane Kurtz (1.1, LG)	**Ants**, Cheryl Coughlan (1.0, LG)	**I'm a Seed**, Jean Marzollo (1.0, LG)
13	**A Buzz Is Part of a Bee**, Carolyn Lunn (1.4, LG)	**Dogs**, Helen Frost (0.5, LG)	**A Buzz Is Part of a Bee**, Carolyn Lunn (1.4, LG)
14	**I'm a Seed**, Jean Marzollo (1.0, LG)	**A Day with Firefighters**, Jan Kottke (1.0, LG)	**I Am an Apple**, Jean Marzollo (1.0, LG)
15	**Purple Is Part of a Rainbow**, Carolyn Kowalczyk (1.1, LG)	**Sea Stars**, Lola M. Schaefer (1.3, LG)	**Johnny Appleseed**, Jane Kurtz (1.1, LG)
16	**Dinosaurs, Dinosaurs**, Byron Barton (2.9, LG)	**Cats**, Helen Frost (0.6, LG)	**Fish**, Helen Frost (0.5, LG)
17	**The Tiny Seed**, Eric Carle (2.7, LG)	**Johnny Appleseed**, Jane Kurtz (1.1, LG)	**The Tiny Seed**, Eric Carle (2.7, LG)
18	**Rabbits**, Helen Frost (0.8, LG)	**A Buzz Is Part of a Bee**, Carolyn Lunn (1.4, LG)	**Ladybugs**, Cheryl Coughlan (1.2, LG)
19	**Plenty of Penguins**, Sonia W. Black (1.4, LG)	**Snakes**, Martha E.H. Rustad (0.9, LG)	**Rabbits**, Helen Frost (0.8, LG)
20	**I Am an Apple**, Jean Marzollo (1.0, LG)	**Where Do Frogs Come From?**, Alex Vern (1.0, LG)	**Horses**, Martha E.H. Rustad (0.8, LG)

*The average ATOS book level of the top 20 books read by first graders was 1.2 overall, 1.2 for boys, and 1.1 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 together inform book selection.

Grade 2		
Overall	**Boys**	**Girls**
12–13	**Title**, author (ATOS book level, interest level)*	
1	**The Tiny Seed**, Eric Carle (2.7, LG)	**The Tiny Seed**, Eric Carle (2.7, LG)	**The Tiny Seed**, Eric Carle (2.7, LG)
2	**Tara and Tiree, Fearless Friends**, Andrew Clements (2.0, LG)	**Tara and Tiree, Fearless Friends**, Andrew Clements (2.0, LG)	**Tara and Tiree, Fearless Friends**, Andrew Clements (2.0, LG)
3	**Splish! Splash! Animal Baths**, April Pulley Sayre (2.6, LG)	**Splish! Splash! Animal Baths**, April Pulley Sayre (2.6, LG)	**Splish! Splash! Animal Baths**, April Pulley Sayre (2.6, LG)
4	**Super Storms**, Seymour Simon (3.8, LG)	**Super Storms**, Seymour Simon (3.8, LG)	**Helen Keller and the Big Storm**, Patricia Lakin (2.7, LG)
5	**Helen Keller and the Big Storm**, Patricia Lakin (2.7, LG)	**Fire Fighter!**, Angela Royston (2.2, LG)	**A Harbor Seal Pup Grows Up**, Joan Hewett (2.0, LG)
6	**A Harbor Seal Pup Grows Up**, Joan Hewett (2.0, LG)	**Hungry, Hungry Sharks**, Joanna Cole (2.8, LG)	**Super Storms**, Seymour Simon (3.8, LG)
7	**Fire Fighter!**, Angela Royston (2.2, LG)	**Dinosaurs, Dinosaurs**, Byron Barton (2.9, LG)	**Lemonade for Sale**, Stuart J. Murphy (2.8, LG)
8	**Dinosaurs, Dinosaurs**, Byron Barton (2.9, LG)	**A Harbor Seal Pup Grows Up**, Joan Hewett (2.0, LG)	**Fire Fighter!**, Angela Royston (2.2, LG)
9	**Lemonade for Sale**, Stuart J. Murphy (2.8, LG)	**Abe Lincoln's Hat**, Martha Brenner (2.6, LG)	**Dinosaurs, Dinosaurs**, Byron Barton (2.9, LG)
10	**Abe Lincoln's Hat**, Martha Brenner (2.6, LG)	**Dinosaur Babies**, Lucille Recht Penner (2.1, LG)	**Ant**, Rebecca Stefoff (3.2, MG)
11	**Ant**, Rebecca Stefoff (3.2, MG)	**Helen Keller and the Big Storm**, Patricia Lakin (2.7, LG)	**Abe Lincoln's Hat**, Martha Brenner (2.6, LG)
12	**Hungry, Hungry Sharks**, Joanna Cole (2.8, LG)	**Amazing Snakes!**, Sarah L. Thomson (3.2, LG)	**Life Cycle of a Pumpkin**, Ron Fridell (3.5, LG)
13	**Life Cycle of a Pumpkin**, Ron Fridell (3.5, LG)	**Dinosaur Days**, Joyce Milton (2.6, LG)	**Exploring Parks with Ranger Dockett**, Alice K. Flanagan (2.7, LG)
14	**Exploring Parks with Ranger Dockett**, Alice K. Flanagan (2.7, LG)	**Ant**, Rebecca Stefoff (3.2, MG)	**A Weed Is a Flower: The Life of George Washington Carver**, Aliki (4.3, LG)
15	**A Weed Is a Flower: The Life of George Washington Carver**, Aliki (4.3, LG)	**Lemonade for Sale**, Stuart J. Murphy (2.8, LG)	**Dewey: There's a Cat in the Library!**, Vicki Myron (2.8, LG)
16	**Dinosaur Babies**, Lucille Recht Penner (2.1, LG)	**Exploring Parks with Ranger Dockett**, Alice K. Flanagan (2.7, LG)	**My Name Is Gabriela: The Life of Gabriela Mistral**, Monica Brown (4.3, LG)
17	**Red, White, and Blue: The Story of the American Flag**, John Herman (3.2, LG)	**Life Cycle of a Pumpkin**, Ron Fridell (3.5, LG)	**Red, White, and Blue: The Story of the American Flag**, John Herman (3.2, LG)
18	**Amazing Snakes!**, Sarah L. Thomson (3.2, LG)	**From Head to Toe**, Eric Carle (1.0, LG)	**Dolphins!**, Sharon Bokoske (2.8, LG)
19	**The Bravest Dog Ever: The True Story of Balto**, Natalie Standiford (2.5, LG)	**Red, White, and Blue: The Story of the American Flag**, John Herman (3.2, LG)	**A Tree Is Nice**, Janice May Udry (2.2, LG)
20	**My Name Is Gabriela: The Life of Gabriela Mistral**, Monica Brown (4.3, LG)	**A Weed Is a Flower: The Life of George Washington Carver**, Aliki (4.3, LG)	**The Emperor's Egg**, Martin Jenkins (4.1, LG)

*The average ATOS book level of the top 20 books read by second graders was 2.8 overall, 2.7 for boys, and 2.9 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 together inform book selection.

Grade 3		
Overall	**Boys**	**Girls**
12–13	**Title**, author (ATOS book level, interest level)*	
1	**Penguin Chick**, Betty Tatham (3.4, LG)	**Penguin Chick**, Betty Tatham (3.4, LG)	**Penguin Chick**, Betty Tatham (3.4, LG)
2	**If You Made a Million**, David M. Schwartz (4.1, LG)	**If You Made a Million**, David M. Schwartz (4.1, LG)	**If You Made a Million**, David M. Schwartz (4.1, LG)
3	**America's Champion Swimmer: Gertrude Ederle**, David A. Adler (4.4, LG)	**America's Champion Swimmer: Gertrude Ederle**, David A. Adler (4.4, LG)	**America's Champion Swimmer: Gertrude Ederle**, David A. Adler (4.4, LG)
4	**Nights of the Pufflings**, Bruce McMillan (4.5, LG)	**Nights of the Pufflings**, Bruce McMillan (4.5, LG)	**Author: A True Story**, Helen Lester (3.8, LG)
5	**Author: A True Story**, Helen Lester (3.8, LG)	**Author: A True Story**, Helen Lester (3.8, LG)	**Nights of the Pufflings**, Bruce McMillan (4.5, LG)
6	**The Story of the Statue of Liberty**, Betsy Maestro (4.3, LG)	**The Story of the Statue of Liberty**, Betsy Maestro (4.3, LG)	**The Story of the Statue of Liberty**, Betsy Maestro (4.3, LG)
7	**What Do Illustrators Do?**, Eileen Christelow (3.7, MG)	**Hottest, Coldest, Highest, Deepest**, Steve Jenkins (4.9, LG)	**What Do Illustrators Do?**, Eileen Christelow (3.7, MG)
8	**Hottest, Coldest, Highest, Deepest**, Steve Jenkins (4.9, LG)	**What Do Illustrators Do?**, Eileen Christelow (3.7, MG)	**The Story of Ruby Bridges**, Robert Coles (4.4, LG)
9	**How Much Is a Million?**, David M. Schwartz (3.4, LG)	**How Much Is a Million?**, David M. Schwartz (3.4, LG)	**How Much Is a Million?**, David M. Schwartz (3.4, LG)
10	**Martin's Big Words: The Life of Dr. Martin Luther King, Jr.**, Doreen Rappaport (3.4, LG)	**The Magic School Bus Inside the Earth**, Joanna Cole (3.6, LG)	**Hottest, Coldest, Highest, Deepest**, Steve Jenkins (4.9, LG)
11	**The Story of Ruby Bridges**, Robert Coles (4.4, LG)	**Martin's Big Words: The Life of Dr. Martin Luther King, Jr.**, Doreen Rappaport (3.4, LG)	**How My Family Lives in America**, Susan Kuklin (4.2, LG)
12	**How My Family Lives in America**, Susan Kuklin (4.2, LG)	**How My Family Lives in America**, Susan Kuklin (4.2, LG)	**Martin's Big Words: The Life of Dr. Martin Luther King, Jr.**, Doreen Rappaport (3.4, LG)
13	**Aero and Officer Mike: Police Partners**, Joan Plummer Russell (4.8, LG)	**Hungry, Hungry Sharks**, Joanna Cole (2.8, LG)	**Animal Homes**, Ann O. Squire (4.8, LG)
14	**The Magic School Bus Inside the Earth**, Joanna Cole (3.6, LG)	**The Magic School Bus at the Waterworks**, Joanna Cole (3.7, LG)	**Aero and Officer Mike: Police Partners**, Joan Plummer Russell (4.8, LG)
15	**The Magic School Bus at the Waterworks**, Joanna Cole (3.7, LG)	**Animal Homes**, Ann O. Squire (4.8, LG)	**Volcanoes: Nature's Incredible Fireworks**, David L. Harrison (4.3, LG)
16	**Animal Homes**, Ann O. Squire (4.8, LG)	**Amazing Snakes!**, Sarah L. Thomson (3.2, LG)	**The Magic School Bus at the Waterworks**, Joanna Cole (3.7, LG)
17	**Volcanoes: Nature's Incredible Fireworks**, David L. Harrison (4.3, LG)	**Volcanoes: Nature's Incredible Fireworks**, David L. Harrison (4.3, LG)	**The Planets in Our Solar System**, Franklyn M. Branley (3.4, LG)
18	**Johnny Appleseed**, Steven Kellogg (4.4, LG)	**Aero and Officer Mike: Police Partners**, Joan Plummer Russell (4.8, LG)	**The Magic School Bus Inside the Earth**, Joanna Cole (3.6, LG)
19	**The Planets in Our Solar System**, Franklyn M. Branley (3.4, LG)	**The Planets in Our Solar System**, Franklyn M. Branley (3.4, LG)	**Hairy, Scary, Ordinary: What Is an Adjective?**, Brian P. Cleary (3.9, LG)
20	**Abe Lincoln's Hat**, Martha Brenner (2.6, LG)	**Johnny Appleseed**, Steven Kellogg (4.4, LG)	**Happy Birthday, Martin Luther King**, Jean Marzollo (4.2, LG)

The average ATOS book level of the top 20 books read by third graders was 4.0 overall, 3.9 for boys, and 4.0 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 together inform book selection.

Grade 4		
Overall	**Boys**	**Girls**
12–13	**Title**, author (ATOS book level, interest level)*	

	Overall	**Boys**	**Girls**
1	**My Brother Martin: A Sister Remembers Growing Up with the Rev. Dr. Martin Luther King Jr.**, Christine King Farris (5.0, LG)	**My Brother Martin: A Sister Remembers Growing Up with the Rev. Dr. Martin Luther King Jr.**, Christine King Farris (5.0, LG)	**My Brother Martin: A Sister Remembers Growing Up with the Rev. Dr. Martin Luther King Jr.**, Christine King Farris (5.0, LG)
2	**Finding the Titanic**, Robert D. Ballard (4.0, LG)	**Finding the Titanic**, Robert D. Ballard (4.0, LG)	**Finding the Titanic**, Robert D. Ballard (4.0, LG)
3	**Mighty Jackie: The Strike-Out Queen**, Marissa Moss (4.0, LG)	**Mighty Jackie: The Strike-Out Queen**, Marissa Moss (4.0, LG)	**Mighty Jackie: The Strike-Out Queen**, Marissa Moss (4.0, LG)
4	**Lou Gehrig: The Luckiest Man**, David A. Adler (4.6, LG)	**Lou Gehrig: The Luckiest Man**, David A. Adler (4.6, LG)	**The Story of Ruby Bridges**, Robert Coles (4.4, LG)
5	**Snowflake Bentley**, Jacqueline Briggs Martin (4.4, LG)	**Boss of the Plains: The Hat That Won the West**, Laurie Carlson (4.9, LG)	**Snowflake Bentley**, Jacqueline Briggs Martin (4.4, LG)
6	**Boss of the Plains: The Hat That Won the West**, Laurie Carlson (4.9, LG)	**Snowflake Bentley**, Jacqueline Briggs Martin (4.4, LG)	**Boss of the Plains: The Hat That Won the West**, Laurie Carlson (4.9, LG)
7	**The Story of Ruby Bridges**, Robert Coles (4.4, LG)	**Adelina's Whales**, Richard Sobol (5.0, LG)	**Lou Gehrig: The Luckiest Man**, David A. Adler (4.6, LG)
8	**Adelina's Whales**, Richard Sobol (5.0, LG)	**So You Want to Be President?**, Judith St. George (4.8, MG)	**Smile**, Raina Telgemeier (2.6, MG)
9	**So You Want to Be President?**, Judith St. George (4.8, MG)	**The Wimpy Kid Movie Diary: How Greg Heffley Went Hollywood**, Jeff Kinney (6.5, MG)	**Adelina's Whales**, Richard Sobol (5.0, LG)
10	**Martin's Big Words: The Life of Dr. Martin Luther King, Jr.**, Doreen Rappaport (3.4, LG)	**Martin's Big Words: The Life of Dr. Martin Luther King, Jr.**, Doreen Rappaport (3.4, LG)	**Martin's Big Words: The Life of Dr. Martin Luther King, Jr.**, Doreen Rappaport (3.4, LG)
11	**Sadako and the Thousand Paper Cranes**, Eleanor Coerr (4.1, MG)	**The Magic School Bus Inside the Earth**, Joanna Cole (3.6, LG)	**So You Want to Be President?**, Judith St. George (4.8, MG)
12	**How Much Is a Million?**, David M. Schwartz (3.4, LG)	**How Much Is a Million?**, David M. Schwartz (3.4, LG)	**How Much Is a Million?**, David M. Schwartz (3.4, LG)
13	**Smile**, Raina Telgemeier (2.6, MG)	**The Story of Ruby Bridges**, Robert Coles (4.4, LG)	**Sadako and the Thousand Paper Cranes**, Eleanor Coerr (4.1, MG)
14	**The Wimpy Kid Movie Diary: How Greg Heffley Went Hollywood**, Jeff Kinney (6.5, MG)	**How Ben Franklin Stole the Lightning**, Rosalyn Schanzer (5.1, LG)	**Happy Birthday, Martin Luther King**, Jean Marzollo (4.2, LG)
15	**The Magic School Bus Inside the Earth**, Joanna Cole (3.6, LG)	**The Magic School Bus at the Waterworks**, Joanna Cole (3.7, LG)	**Hairy, Scary, Ordinary: What Is an Adjective?**, Brian P. Cleary (3.9, LG)
16	**How Ben Franklin Stole the Lightning**, Rosalyn Schanzer (5.1, LG)	**Sadako and the Thousand Paper Cranes**, Eleanor Coerr (4.1, MG)	**How Ben Franklin Stole the Lightning**, Rosalyn Schanzer (5.1, LG)
17	**Happy Birthday, Martin Luther King**, Jean Marzollo (4.2, LG)	**Salmon Summer**, Bruce McMillan (3.7, MG)	**The Magic School Bus Inside the Earth**, Joanna Cole (3.6, LG**)**
18	**The Magic School Bus at the Waterworks**, Joanna Cole (3.7, LG)	**Happy Birthday, Martin Luther King**, Jean Marzollo (4.2, LG)	**Gloria Estefan**, Sue Boulais (5.3, MG)
19	**Salmon Summer**, Bruce McMillan (3.7, MG)	**The Man Who Walked Between the Towers**, Mordicai Gerstein (3.7, LG)	**The Magic School Bus at the Waterworks**, Joanna Cole (3.7, LG)
20	**Hairy, Scary, Ordinary: What Is an Adjective?**, Brian P. Cleary (3.9, LG)	**Gloria Estefan**, Sue Boulais (5.3, MG)	**Salmon Summer**, Bruce McMillan (3.7, MG)

* The average ATOS book level of the top 20 books read by fourth graders was 4.3 overall, 4.4 for boys, and 4.3 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 together inform book selection.

Grade 5		
Overall	**Boys**	**Girls**
12–13	**Title**, author (ATOS book level, interest level)*	
1 — **And Then What Happened, Paul Revere?**, Jean Fritz (5.3, MG)	**The Wimpy Kid Movie Diary: How Greg Heffley Went Hollywood**, Jeff Kinney (6.5, MG)	**Smile**, Raina Telgemeier (2.6, MG)
2 — **The Wimpy Kid Movie Diary: How Greg Heffley Went Hollywood**, Jeff Kinney (6.5, MG)	**And Then What Happened, Paul Revere?**, Jean Fritz (5.3, MG)	**The Story of Ruby Bridges**, Robert Coles (4.4, LG)
3 — **Smile**, Raina Telgemeier (2.6, MG)	**The Story of Ruby Bridges**, Robert Coles (4.4, LG)	**And Then What Happened, Paul Revere?**, Jean Fritz (5.3, MG)
4 — **The Story of Ruby Bridges**, Robert Coles (4.4, LG)	**Martin's Big Words: The Life of Dr. Martin Luther King, Jr.**, Doreen Rappaport (3.4, LG)	**The Wimpy Kid Movie Diary: How Greg Heffley Went Hollywood**, Jeff Kinney (6.5, MG)
5 — **Sadako and the Thousand Paper Cranes**, Eleanor Coerr (4.1, MG)	**Sadako and the Thousand Paper Cranes**, Eleanor Coerr (4.1, MG)	**Just Being Audrey**, Margaret Cardillo (4.6, LG)
6 — **Martin's Big Words: The Life of Dr. Martin Luther King, Jr.**, Doreen Rappaport (3.4, LG)	**How Much Is a Million?**, David M. Schwartz (3.4, LG)	**Sadako and the Thousand Paper Cranes**, Eleanor Coerr (4.1, MG)
7 — **Wilma Unlimited: How Wilma Rudolph Became the World's Fastest Woman**, Kathleen Krull (5.1, MG)	**Wilma Unlimited: How Wilma Rudolph Became the World's Fastest Woman**, Kathleen Krull (5.1, MG)	**Martin's Big Words: The Life of Dr. Martin Luther King, Jr.**, Doreen Rappaport (3.4, LG)
8 — **Just Being Audrey**, Margaret Cardillo (4.6, LG)	**The Magic School Bus Inside the Earth**, Joanna Cole (3.6, LG)	**Wilma Unlimited: How Wilma Rudolph Became the World's Fastest Woman**, Kathleen Krull (5.1, MG)
9 — **How Much Is a Million?**, David M. Schwartz (3.4, LG)	**Volcanoes**, Seymour Simon (5.1, MG)	**Rosa**, Nikki Giovanni (4.9, LG)
10 — **Happy Birthday, Martin Luther King**, Jean Marzollo (4.2, LG)	**The Man Who Walked Between the Towers**, Mordicai Gerstein (3.7, LG)	**How Much Is a Million?**, David M. Schwartz (3.4, LG)
11 — **Rosa**, Nikki Giovanni (4.9, LG)	**Happy Birthday, Martin Luther King**, Jean Marzollo (4.2, LG)	**Happy Birthday, Martin Luther King**, Jean Marzollo (4.2, LG)
12 — **The Man Who Walked Between the Towers**, Mordicai Gerstein (3.7, LG)	**Passage to Freedom: The Sugihara Story**, Ken Mochizuki (4.1, MG)	**Nubs: The True Story of a Mutt, a Marine & a Miracle**, Brian Dennis (4.8, LG)
13 — **Nubs: The True Story of a Mutt, a Marine & a Miracle**, Brian Dennis (4.8, LG)	**A Boy Called Slow**, Joseph Bruchac (4.3, MG)	**Hairy, Scary, Ordinary: What Is an Adjective?**, Brian P. Cleary (3.9, LG)
14 — **The Magic School Bus Inside the Earth**, Joanna Cole (3.6, LG)	**Teammates**, Peter Golenbock (5.4, LG)	**One Direction: Straight to the Top**, Riley Brooks (6.3, LG)
15 — **Passage to Freedom: The Sugihara Story**, Ken Mochizuki (4.1, MG)	**John Cena**, Adam Stone (4.0, MG)	**Passage to Freedom: The Sugihara Story**, Ken Mochizuki (4.1, MG)
16 — **The Magic School Bus at the Waterworks**, Joanna Cole (3.7, LG)	**Smile**, Raina Telgemeier (2.6, MG)	**A Boy Called Slow**, Joseph Bruchac (4.3, MG)
17 — **Hairy, Scary, Ordinary: What Is an Adjective?**, Brian P. Cleary (3.9, LG)	**Nubs: The True Story of a Mutt, a Marine & a Miracle**, Brian Dennis (4.8, LG)	**The Man Who Walked Between the Towers**, Mordicai Gerstein (3.7, LG)
18 — **A Boy Called Slow**, Joseph Bruchac (4.3, MG)	**The Magic School Bus at the Waterworks**, Joanna Cole (3.7, LG)	**Johnny Appleseed**, Steven Kellogg (4.4, LG)
19 — **Volcanoes**, Seymour Simon (5.1, MG)	**The Magic School Bus Inside the Human Body**, Joanna Cole (4.6, LG)	**My Great-Aunt Arizona**, Gloria Houston (4.0, LG)
20 — **Can't You Make Them Behave, King George?**, Jean Fritz (5.6, MG)	**Just Being Audrey**, Margaret Cardillo (4.6, LG)	**The Magic School Bus at the Waterworks**, Joanna Cole (3.7, LG)

The average ATOS book level of the top 20 books read by fifth graders was 4.4 overall, 4.5 for boys, and 4.3 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 together inform book selection.

Grade 6			
	Overall	**Boys**	**Girls**
12–13	**Title**, author (ATOS book level, interest level)*		
1	**Smile**, Raina Telgemeier (2.6, MG)	**The Wimpy Kid Movie Diary: How Greg Heffley Went Hollywood**, Jeff Kinney (6.5, MG)	**Smile**, Raina Telgemeier (2.6, MG)
2	**A Child Called "It": One Child's Courage to Survive**, Dave Pelzer (5.8, UG)	**Sadako and the Thousand Paper Cranes**, Eleanor Coerr (4.1, MG)	**A Child Called "It": One Child's Courage to Survive**, Dave Pelzer (5.8, UG)
3	**The Wimpy Kid Movie Diary: How Greg Heffley Went Hollywood**, Jeff Kinney (6.5, MG)	**Smile**, Raina Telgemeier (2.6, MG)	**Sadako and the Thousand Paper Cranes**, Eleanor Coerr (4.1, MG)
4	**Sadako and the Thousand Paper Cranes**, Eleanor Coerr (4.1, MG)	**A Child Called "It": One Child's Courage to Survive**, Dave Pelzer (5.8, UG)	**The Wimpy Kid Movie Diary: How Greg Heffley Went Hollywood**, Jeff Kinney (6.5, MG)
5	**Heaven Is for Real: A Little Boy's Astounding Story of His Trip to Heaven and Back**, Todd Burpo (6.3, MG+)	**Passage to Freedom: The Sugihara Story**, Ken Mochizuki (4.1, MG)	**The Story of Ruby Bridges**, Robert Coles (4.4, LG)
6	**The Story of Ruby Bridges**, Robert Coles (4.4, LG)	**Woodsong**, Gary Paulsen (5.6, MG)	**Heaven Is for Real: A Little Boy's Astounding Story of His Trip to Heaven and Back**, Todd Burpo (6.3, MG+)
7	**Passage to Freedom: The Sugihara Story**, Ken Mochizuki (4.1, MG)	**The Story of Ruby Bridges**, Robert Coles (4.4, LG)	**One Direction: Straight to the Top**, Riley Brooks (6.3, LG)
8	**Woodsong**, Gary Paulsen (5.6, MG)	**Chasing Lincoln's Killer**, James L. Swanson (7.5, MG+)	**Soul Surfer: A True Story of Faith, Family, and Fighting to Get Back on the Board**, Bethany Hamilton (6.0, MG+)
9	**Small Steps: The Year I Got Polio**, Peg Kehret (5.2, MG)	**Wilma Unlimited: How Wilma Rudolph Became the World's Fastest Woman**, Kathleen Krull (5.1, MG)	**The Lost Boy: A Foster Child's Search for the Love of a Family**, Dave Pelzer (5.1, UG)
10	**Wilma Unlimited: How Wilma Rudolph Became the World's Fastest Woman**, Kathleen Krull (5.1, MG)	**Teammates**, Peter Golenbock (5.4, LG)	**Small Steps: The Year I Got Polio**, Peg Kehret (5.2, MG)
11	**Chasing Lincoln's Killer**, James L. Swanson (7.5, MG+)	**Football**, Ray Broekel (3.3, LG)	**Passage to Freedom: The Sugihara Story**, Ken Mochizuki (4.1, MG)
12	**The Lost Boy: A Foster Child's Search for the Love of a Family**, Dave Pelzer (5.1, UG)	**I Am a SEAL Team Six Warrior: Memoirs of an American Soldier**, Howard E. Wasdin (6.6, UG)	**Wilma Unlimited: How Wilma Rudolph Became the World's Fastest Woman**, Kathleen Krull (5.1, MG)
13	**Soul Surfer: A True Story of Faith, Family, and Fighting to Get Back on the Board**, Bethany Hamilton (6.0, MG+)	**Small Steps: The Year I Got Polio**, Peg Kehret (5.2, MG)	**Just Being Audrey**, Margaret Cardillo (4.6, LG)
14	**Just Being Audrey**, Margaret Cardillo (4.6, LG)	**Football**, Jonatha A. Brown (3.4, LG)	**Teammates**, Peter Golenbock (5.4, LG)
15	**Teammates**, Peter Golenbock (5.4, LG)	**Martin's Big Words: The Life of Dr. Martin Luther King, Jr.**, Doreen Rappaport (3.4, LG)	**The Diary of a Young Girl**, Anne Frank (6.5, MG+)
16	**Martin's Big Words: The Life of Dr. Martin Luther King, Jr.**, Doreen Rappaport (3.4, LG)	**Sir Cumference and the First Round Table: A Math Adventure**, Cindy Neuschwander (4.3, LG)	**Martin's Big Words: The Life of Dr. Martin Luther King, Jr.**, Doreen Rappaport (3.4, LG)
17	**Sir Cumference and the First Round Table: A Math Adventure**, Cindy Neuschwander (4.3, LG)	**Sir Cumference and the Dragon of Pi: A Math Adventure**, Cindy Neuschwander (3.8, LG)	**Rosa**, Nikki Giovanni (4.9, LG)
18	**One Direction: Straight to the Top**, Riley Brooks (6.3, LG)	**John Cena**, Adam Stone (4.0, MG)	**Woodsong**, Gary Paulsen (5.6, MG)
19	**Sir Cumference and the Dragon of Pi: A Math Adventure**, Cindy Neuschwander (3.8, LG)	**The Man Who Walked Between the Towers**, Mordicai Gerstein (3.7, LG)	**Sir Cumference and the First Round Table: A Math Adventure**, Cindy Neuschwander (4.3, LG)
20	**My Life in Dog Years**, Gary Paulsen (5.6, MG)	**Football**, Tanis Booth (5.0, MG)	**Marley: A Dog Like No Other**, John Grogan (4.9, MG)

* The average ATOS book level of the top 20 books read by sixth graders was 4.9 overall, 4.8 for boys, and 4.8 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 together inform book selection.

Grade 7

12–13	Overall	Boys	Girls
	Title, author (ATOS book level, interest level)*		
1	**A Child Called "It": One Child's Courage to Survive**, Dave Pelzer (5.8, UG)	**A Child Called "It": One Child's Courage to Survive**, Dave Pelzer (5.8, UG)	**A Child Called "It": One Child's Courage to Survive**, Dave Pelzer (5.8, UG)
2	**Smile**, Raina Telgemeier (2.6, MG)	**The Wimpy Kid Movie Diary: How Greg Heffley Went Hollywood**, Jeff Kinney (6.5, MG)	**Smile**, Raina Telgemeier (2.6, MG)
3	**The Lost Boy: A Foster Child's Search for the Love of a Family**, Dave Pelzer (5.1, UG)	**I Am a SEAL Team Six Warrior: Memoirs of an American Soldier**, Howard E. Wasdin (6.6, UG)	**The Lost Boy: A Foster Child's Search for the Love of a Family**, Dave Pelzer (5.1, UG)
4	**Heaven Is for Real: A Little Boy's Astounding Story of His Trip to Heaven and Back**, Todd Burpo (6.3, MG+)	**Night**, Elie Wiesel (4.8, UG)	**Heaven Is for Real: A Little Boy's Astounding Story of His Trip to Heaven and Back**, Todd Burpo (6.3, MG+)
5	**Night**, Elie Wiesel (4.8, UG)	**Smile**, Raina Telgemeier (2.6, MG)	**Soul Surfer: A True Story of Faith, Family, and Fighting to Get Back on the Board**, Bethany Hamilton (6.0, MG+)
6	**The Wimpy Kid Movie Diary: How Greg Heffley Went Hollywood**, Jeff Kinney (6.5, MG)	**Chasing Lincoln's Killer**, James L. Swanson (7.5, MG+)	**Night**, Elie Wiesel (4.8, UG)
7	**Chasing Lincoln's Killer**, James L. Swanson (7.5, MG+)	**Woodsong**, Gary Paulsen (5.6, MG)	**The Diary of a Young Girl**, Anne Frank (6.5, MG+)
8	**The Miracle Worker**, William Gibson (5.2, UG)	**Sadako and the Thousand Paper Cranes**, Eleanor Coerr (4.1, MG)	**The Wimpy Kid Movie Diary: How Greg Heffley Went Hollywood**, Jeff Kinney (6.5, MG)
9	**Sadako and the Thousand Paper Cranes**, Eleanor Coerr (4.1, MG)	**The Lost Boy: A Foster Child's Search for the Love of a Family**, Dave Pelzer (5.1, UG)	**The Miracle Worker**, William Gibson (5.2, UG)
10	**The Diary of a Young Girl**, Anne Frank (6.5, MG+)	**Guts: The True Stories Behind Hatchet and the Brian Books**, Gary Paulsen (6.5, MG)	**Sadako and the Thousand Paper Cranes**, Eleanor Coerr (4.1, MG)
11	**Soul Surfer: A True Story of Faith, Family, and Fighting to Get Back on the Board**, Bethany Hamilton (6.0, MG+)	**The Miracle Worker**, William Gibson (5.2, UG)	**One Direction: Straight to the Top**, Riley Brooks (6.3, LG)
12	**Brian's Song**, William Blinn (5.1, UG)	**Football**, Ray Broekel (3.3, LG)	**Red Scarf Girl: A Memoir of the Cultural Revolution**, Ji-li Jiang (5.0, UG)
13	**Woodsong**, Gary Paulsen (5.6, MG)	**Football**, Tanis Booth (5.0, MG)	**Marley & Me: Life and Love with the World's Worst Dog**, John Grogan (6.9, UG)
14	**I Am a SEAL Team Six Warrior: Memoirs of an American Soldier**, Howard E. Wasdin (6.6, UG)	**Brian's Song**, William Blinn (5.1, UG)	**Brian's Song**, William Blinn (5.1, UG)
15	**Red Scarf Girl: A Memoir of the Cultural Revolution**, Ji-li Jiang (5.0, UG)	**Through My Eyes**, Tim Tebow (6.9, UG)	**One Direction: Breakout Boy Band**, Marcia Amidon Lusted (5.0, MG)
16	**Guts: The True Stories Behind Hatchet and the Brian Books**, Gary Paulsen (6.5, MG)	**Football**, Jonatha A. Brown (3.4, LG)	**Woodsong**, Gary Paulsen (5.6, MG)
17	**Marley & Me: Life and Love with the World's Worst Dog**, John Grogan (6.9, UG)	**Through My Eyes: A Quarterback's Journey (Young Readers Edition)**, Tim Tebow (6.2, UG)	**The Story of Ruby Bridges**, Robert Coles (4.4, LG)
18	**We Beat the Street: How a Friendship Pact Led to Success**, Sampson Davis (5.8, UG)	**Red Scarf Girl: A Memoir of the Cultural Revolution**, Ji-li Jiang (5.0, UG)	**Chasing Lincoln's Killer**, James L. Swanson (7.5, MG+)
19	**The Story of Ruby Bridges**, Robert Coles (4.4, LG)	**Heaven Is for Real: A Little Boy's Astounding Story of His Trip to Heaven and Back**, Todd Burpo (6.3, MG+)	**We Beat the Street: How a Friendship Pact Led to Success**, Sampson Davis (5.8, UG)
20	**One Direction: Straight to the Top**, Riley Brooks (6.3, LG)	**We Beat the Street: How a Friendship Pact Led to Success**, Sampson Davis (5.8, UG)	**She Said Yes: The Unlikely Martyrdom of Cassie Bernall**, Misty Bernall (6.6, UG)

* The average ATOS book level of the top 20 books read by seventh graders was 5.4 overall, 5.4 for boys, and 5.3 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 together inform book selection.

Grade 8

	Overall	Boys	Girls
12–13	**Title**, author (ATOS book level, interest level)*		
1	**Night**, Elie Wiesel (4.8, UG)	**Night**, Elie Wiesel (4.8, UG)	**A Child Called "It": One Child's Courage to Survive**, Dave Pelzer (5.8, UG)
2	**A Child Called "It": One Child's Courage to Survive**, Dave Pelzer (5.8, UG)	**A Child Called "It": One Child's Courage to Survive**, Dave Pelzer (5.8, UG)	**Night**, Elie Wiesel (4.8, UG)
3	**The Diary of a Young Girl**, Anne Frank (6.5, MG+)	**Bad Boy: A Memoir**, Walter Dean Myers (6.5, MG)	**The Lost Boy: A Foster Child's Search for the Love of a Family**, Dave Pelzer (5.1, UG)
4	**The Lost Boy: A Foster Child's Search for the Love of a Family**, Dave Pelzer (5.1, UG)	**The Diary of a Young Girl**, Anne Frank (6.5, MG+)	**The Diary of a Young Girl**, Anne Frank (6.5, MG+)
5	**Bad Boy: A Memoir**, Walter Dean Myers (6.5, MG)	**Chasing Lincoln's Killer**, James L. Swanson (7.5, MG+)	**Heaven Is for Real: A Little Boy's Astounding Story of His Trip to Heaven and Back,** Todd Burpo (6.3, MG+)
6	**Heaven Is for Real: A Little Boy's Astounding Story of His Trip to Heaven and Back**, Todd Burpo (6.3, MG+)	**I Am a SEAL Team Six Warrior: Memoirs of an American Soldier**, Howard E. Wasdin (6.6, UG)	**Bad Boy: A Memoir,** Walter Dean Myers (6.5, MG)
7	**Smile**, Raina Telgemeier (2.6, MG)	**The Lost Boy: A Foster Child's Search for the Love of a Family**, Dave Pelzer (5.1, UG)	**Smile**, Raina Telgemeier (2.6, MG)
8	**Chasing Lincoln's Killer**, James L. Swanson (7.5, MG+)	**Through My Eyes**, Tim Tebow (6.9, UG)	**Soul Surfer: A True Story of Faith, Family, and Fighting to Get Back on the Board**, Bethany Hamilton (6.0, MG+)
9	**Soul Surfer: A True Story of Faith, Family, and Fighting to Get Back on the Board**, Bethany Hamilton (6.0, MG+)	**The Wimpy Kid Movie Diary: How Greg Heffley Went Hollywood**, Jeff Kinney (6.5, MG)	**Chasing Lincoln's Killer**, James L. Swanson (7.5, MG+)
10	**I Am a SEAL Team Six Warrior: Memoirs of an American Soldier**, Howard E. Wasdin (6.6, UG)	**Football**, Tanis Booth (5.0, MG)	**One Direction: Straight to the Top**, Riley Brooks (6.3, LG)
11	**The Wimpy Kid Movie Diary: How Greg Heffley Went Hollywood**, Jeff Kinney (6.5, MG)	**Maus: A Survivor's Tale, I: My Father Bleeds History**, Art Spiegelman (3.2, UG)	**Marley & Me: Life and Love with the World's Worst Dog**, John Grogan (6.9, UG)
12	**Through My Eyes**, Tim Tebow (6.9, UG)	**Heaven Is for Real: A Little Boy's Astounding Story of His Trip to Heaven and Back**, Todd Burpo (6.3, MG+)	**Farewell to Manzanar**, Jeanne Houston (6.7, MG)
13	**Farewell to Manzanar**, Jeanne Houston (6.7, MG)	**Football**, Jonatha A. Brown (3.4, LG)	**Narrative of the Life of Frederick Douglass: An American Slave**, Frederick Douglass (7.9, UG)
14	**Marley & Me: Life and Love with the World's Worst Dog**, John Grogan (6.9, UG)	**Football**, Ray Broekel (3.3, LG)	**She Said Yes: The Unlikely Martyrdom of Cassie Bernall**, Misty Bernall (6.6, UG)
15	**We Beat the Street: How a Friendship Pact Led to Success**, Sampson Davis (5.8, UG)	**LeBron James**, Dan Osier (1.7, MG)	**Surviving Hitler: A Boy in the Nazi Death Camps**, Andrea Warren (6.1, UG)
16	**The Miracle Worker**, William Gibson (5.2, UG)	**Woodsong**, Gary Paulsen (5.6, MG)	**One Direction: Breakout Boy Band**, Marcia Amidon Lusted (5.0, MG)
17	**Tuesdays with Morrie**, Mitch Albom (5.5, UG)	**Narrative of the Life of Frederick Douglass: An American Slave**, Frederick Douglass (7.9, UG)	**The Miracle Worker**, William Gibson (5.2, UG)
18	**Narrative of the Life of Frederick Douglass: An American Slave**, Frederick Douglass (7.9, UG)	**Through My Eyes: A Quarterback's Journey (Young Readers Edition)**, Tim Tebow (6.2, UG)	**Tuesdays with Morrie**, Mitch Albom (5.5, UG)
19	**Maus: A Survivor's Tale, I: My Father Bleeds History**, Art Spiegelman (3.2, UG)	**Basketball**, Jonatha A. Brown (3.4, LG)	**A Stolen Life: A Memoir**, Jaycee Lee Dugard (5.2, UG)
20	**Surviving Hitler: A Boy in the Nazi Death Camps**, Andrea Warren (6.1, UG)	**Smile**, Raina Telgemeier (2.6, MG)	**I Have Lived a Thousand Years: Growing Up in the Holocaust**, Livia Bitton-Jackson (4.8, UG)

* The average ATOS book level of the top 20 books read by eighth graders was 5.7 overall, 5.4 for boys, and 5.6 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 together inform book selection.

Grade 9		
Overall	**Boys**	**Girls**
12–13	**Title**, author (ATOS book level, interest level)*	

	Overall	Boys	Girls
1	**Night**, Elie Wiesel (4.8, UG)	**Night**, Elie Wiesel (4.8, UG)	**Night**, Elie Wiesel (4.8, UG)
2	**A Child Called "It": One Child's Courage to Survive**, Dave Pelzer (5.8, UG)	**A Child Called "It": One Child's Courage to Survive**, Dave Pelzer (5.8, UG)	**A Child Called "It": One Child's Courage to Survive**, Dave Pelzer (5.8, UG)
3	**The Lost Boy: A Foster Child's Search for the Love of a Family**, Dave Pelzer (5.1, UG)	**We Beat the Street: How a Friendship Pact Led to Success**, Sampson Davis (5.8, UG)	**The Lost Boy: A Foster Child's Search for the Love of a Family**, Dave Pelzer (5.1, UG)
4	**We Beat the Street: How a Friendship Pact Led to Success**, Sampson Davis (5.8, UG)	**Through My Eyes**, Tim Tebow (6.9, UG)	**We Beat the Street: How a Friendship Pact Led to Success**, Sampson Davis (5.8, UG)
5	**The Miracle Worker**, William Gibson (5.2, UG)	**The Lost Boy: A Foster Child's Search for the Love of a Family**, Dave Pelzer (5.1, UG)	**Heaven Is for Real: A Little Boy's Astounding Story of His Trip to Heaven and Back**, Todd Burpo (6.3, MG+)
6	**Heaven Is for Real: A Little Boy's Astounding Story of His Trip to Heaven and Back**, Todd Burpo (6.3, MG+)	**The Blind Side: Evolution of a Game**, Michael Lewis (7.2, UG)	**Tuesdays with Morrie**, Mitch Albom (5.5, UG)
7	**Tuesdays with Morrie**, Mitch Albom (5.5, UG)	**Tuesdays with Morrie**, Mitch Albom (5.5, UG)	**A Stolen Life: A Memoir**, Jaycee Lee Dugard (5.2, UG)
8	**Through My Eyes**, Tim Tebow (6.9, UG)	**Coming Back Stronger: Unleashing the Hidden Power of Adversity**, Drew Brees (6.6, UG)	**Marley & Me: Life and Love with the World's Worst Dog**, John Grogan (6.9, UG)
9	**The Blind Side: Evolution of a Game**, Michael Lewis (7.2, UG)	**The Miracle Worker**, William Gibson (5.2, UG)	**Annie's Baby: The Diary of Anonymous, a Pregnant Teenager**, Beatrice Sparks (5.7, UG)
10	**A Long Way Gone: Memoirs of a Boy Soldier**, Ishmael Beah (6.1, UG)	**A Long Way Gone: Memoirs of a Boy Soldier**, Ishmael Beah (6.1, UG)	**The Miracle Worker**, William Gibson (5.2, UG)
11	**Marley & Me: Life and Love with the World's Worst Dog**, John Grogan (6.9, UG)	**Heaven Is for Real: A Little Boy's Astounding Story of His Trip to Heaven and Back**, Todd Burpo (6.3, MG+)	**It Happened to Nancy**, Anonymous (5.4, UG)
12	**Chasing Lincoln's Killer**, James L. Swanson (7.5, MG+)	**Maus: A Survivor's Tale, I: My Father Bleeds History**, Art Spiegelman (3.2, UG)	**I Have a Dream (Unabridged)**, Martin Luther King Jr. (7.2, MG)
13	**A Stolen Life: A Memoir**, Jaycee Lee Dugard (5.2, UG)	**Yummy: The Last Days of a Southside Shorty**, G. Neri (3.4, UG)	**Soul Surfer: A True Story of Faith, Family, and Fighting to Get Back on the Board**, Bethany Hamilton (6.0, MG+)
14	**Coming Back Stronger: Unleashing the Hidden Power of Adversity**, Drew Brees (6.6, UG)	**Football**, Tanis Booth (5.0, MG)	**She Said Yes: The Unlikely Martyrdom of Cassie Bernall**, Misty Bernall (6.6, UG)
15	**They Cage the Animals at Night**, Jennings Michael Burch (3.3, UG)	**Lotus**, Jameson Anderson (3.3, MG)	**The Pregnancy Project: A Memoir**, Gaby Rodriguez (6.5, UG)
16	**Gifted Hands: The Ben Carson Story**, Ben Carson (6.8, MG+)	**No Easy Day: The Firsthand Account of the Mission That Killed Osama Bin Laden**, Mark Owen (6.5, UG)	**A Long Way Gone: Memoirs of a Boy Soldier**, Ishmael Beah (6.1, UG)
17	**The Diary of a Young Girl**, Anne Frank (6.5, MG+)	**Chasing Lincoln's Killer**, James L. Swanson (7.5, MG+)	**A Man Named Dave: A Story of Triumph and Forgiveness**, Dave Pelzer (5.9, UG)
18	**Farewell to Manzanar**, Jeanne Houston (6.7, MG)	**Basketball: Rules of the Game**, Bryant Lloyd (4.2, MG)	**The Glass Castle: A Memoir**, Jeannette Walls (5.9, UG)
19	**A Man Named Dave: A Story of Triumph and Forgiveness**, Dave Pelzer (5.9, UG)	**Woodsong**, Gary Paulsen (5.6, MG)	**The Diary of a Young Girl**, Anne Frank (6.5, MG+)
20	**Yummy: The Last Days of a Southside Shorty**, G. Neri (3.4, UG)	**Through My Eyes: A Quarterback's Journey (Young Readers Edition)**, Tim Tebow (6.2, UG)	**Gifted Hands: The Ben Carson Story**, Ben Carson (6.8, MG+)

* The average ATOS book level of the top 20 books read by ninth graders was 5.5 overall, 5.4 for boys, and 5.5 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 together inform book selection.

Grade 10		
Overall	**Boys**	**Girls**
12–13	**Title**, author (ATOS book level, interest level)*	

	Overall	Boys	Girls
1	**Night**, Elie Wiesel (4.8, UG)	**Night**, Elie Wiesel (4.8, UG)	**Night**, Elie Wiesel (4.8, UG)
2	**A Child Called "It": One Child's Courage to Survive**, Dave Pelzer (5.8, UG)	**A Child Called "It": One Child's Courage to Survive**, Dave Pelzer (5.8, UG)	**A Child Called "It": One Child's Courage to Survive**, Dave Pelzer (5.8, UG)
3	**The Lost Boy: A Foster Child's Search for the Love of a Family**, Dave Pelzer (5.1, UG)	**Tuesdays with Morrie**, Mitch Albom (5.5, UG)	**The Lost Boy: A Foster Child's Search for the Love of a Family**, Dave Pelzer (5.1, UG)
4	**Tuesdays with Morrie**, Mitch Albom (5.5, UG)	**Through My Eyes**, Tim Tebow (6.9, UG)	**Tuesdays with Morrie**, Mitch Albom (5.5, UG)
5	**Heaven Is for Real: A Little Boy's Astounding Story of His Trip to Heaven and Back**, Todd Burpo (6.3, MG+)	**The Lost Boy: A Foster Child's Search for the Love of a Family**, Dave Pelzer (5.1, UG)	**The Glass Castle: A Memoir**, Jeannette Walls (5.9, UG)
6	**The Glass Castle: A Memoir**, Jeannette Walls (5.9, UG)	**The Blind Side: Evolution of a Game**, Michael Lewis (7.2, UG)	**Heaven Is for Real: A Little Boy's Astounding Story of His Trip to Heaven and Back**, Todd Burpo (6.3, MG+)
7	**Through My Eyes**, Tim Tebow (6.9, UG)	**Narrative of the Life of Frederick Douglass: An American Slave**, Frederick Douglass (7.9, UG)	**A Stolen Life: A Memoir**, Jaycee Lee Dugard (5.2, UG)
8	**The Blind Side: Evolution of a Game**, Michael Lewis (7.2, UG)	**Coming Back Stronger: Unleashing the Hidden Power of Adversity**, Drew Brees (6.6, UG)	**Narrative of the Life of Frederick Douglass: An American Slave**, Frederick Douglass (7.9, UG)
9	**Narrative of the Life of Frederick Douglass: An American Slave**, Frederick Douglass (7.9, UG)	**No Easy Day: The Firsthand Account of the Mission That Killed Osama Bin Laden**, Mark Owen (6.5, UG)	**Marley & Me: Life and Love with the World's Worst Dog**, John Grogan (6.9, UG)
10	**A Stolen Life: A Memoir**, Jaycee Lee Dugard (5.2, UG)	**A Long Way Gone: Memoirs of a Boy Soldier**, Ishmael Beah (6.1, UG)	**A Long Way Gone: Memoirs of a Boy Soldier**, Ishmael Beah (6.1, UG)
11	**A Long Way Gone: Memoirs of a Boy Soldier**, Ishmael Beah (6.1, UG)	**The Man Who Walked Between the Towers**, Mordicai Gerstein (3.7, LG)	**Annie's Baby: The Diary of Anonymous, a Pregnant Teenager**, Beatrice Sparks (5.7, UG)
12	**Marley & Me: Life and Love with the World's Worst Dog**, John Grogan (6.9, UG)	**The Glass Castle: A Memoir**, Jeannette Walls (5.9, UG)	**The Man Who Walked Between the Towers**, Mordicai Gerstein (3.7, LG)
13	**Coming Back Stronger: Unleashing the Hidden Power of Adversity**, Drew Brees (6.6, UG)	**Maus: A Survivor's Tale, I: My Father Bleeds History**, Art Spiegelman (3.2, UG)	**It Happened to Nancy**, Anonymous (5.4, UG)
14	**Maus: A Survivor's Tale, I: My Father Bleeds History**, Art Spiegelman (3.2, UG)	**Ghosts of War: The True Story of a 19-Year-Old GI**, Ryan Smithson (5.2, UG)	**A Man Named Dave: A Story of Triumph and Forgiveness**, Dave Pelzer (5.9, UG)
15	**The Man Who Walked Between the Towers**, Mordicai Gerstein (3.7, LG)	**Rocket Boys/October Sky**, Homer Hickam (5.9, UG)	**Three Little Words: A Memoir**, Ashley Rhodes-Courter (5.4, UG)
16	**Rocket Boys/October Sky**, Homer Hickam (5.9, UG)	**Marley & Me: Life and Love with the World's Worst Dog**, John Grogan (6.9, UG)	**Maus: A Survivor's Tale, I: My Father Bleeds History**, Art Spiegelman (3.2, UG)
17	**A Man Named Dave: A Story of Triumph and Forgiveness**, Dave Pelzer (5.9, UG)	**Heaven Is for Real: A Little Boy's Astounding Story of His Trip to Heaven and Back**, Todd Burpo (6.3, MG+)	**Ana's Story: A Journey of Hope**, Jenna Bush (6.2, UG)
18	**No Easy Day: The Firsthand Account of the Mission That Killed Osama Bin Laden**, Mark Owen (6.5, UG)	**Always Running: La Vida Loca, Gang Days in L.A.**, Luis J. Rodríguez (6.2, UG)	**She Said Yes: The Unlikely Martyrdom of Cassie Bernall**, Misty Bernall (6.6, UG)
19	**Farewell to Manzanar**, Jeanne Houston (6.7, MG)	**Unbroken: A World War II Story of Survival, Resilience, and Redemption**, Laura Hillenbrand (7.7, UG)	**Persepolis: The Story of a Childhood**, Marjane Satrapi (3.3, UG)
20	**In Cold Blood: A True Account of a Multiple Murder and its Consequences**, Truman Capote (7.1, UG)	**Woodsong**, Gary Paulsen (5.6, MG)	**The Diary of a Young Girl**, Anne Frank (6.5, MG+)

*The average ATOS book level of the top 20 books read by tenth graders was 5.4 overall, 5.5 for boys, and 5.4 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 together inform book selection.

	Overall	Boys	Girls
	Grade 11		
12–13	**Title**, author (ATOS book level, interest level)*		
1	**A Child Called "It": One Child's Courage to Survive**, Dave Pelzer (5.8, UG)	**Night**, Elie Wiesel (4.8, UG)	**A Child Called "It": One Child's Courage to Survive**, Dave Pelzer (5.8, UG)
2	**Night**, Elie Wiesel (4.8, UG)	**A Child Called "It": One Child's Courage to Survive**, Dave Pelzer (5.8, UG)	**Night**, Elie Wiesel (4.8, UG)
3	**Narrative of the Life of Frederick Douglass: An American Slave**, Frederick Douglass (7.9, UG)	**Narrative of the Life of Frederick Douglass: An American Slave**, Frederick Douglass (7.9, UG)	**Narrative of the Life of Frederick Douglass: An American Slave**, Frederick Douglass (7.9, UG)
4	**The Lost Boy: A Foster Child's Search for the Love of a Family**, Dave Pelzer (5.1, UG)	**Through My Eyes**, Tim Tebow (6.9, UG)	**The Lost Boy: A Foster Child's Search for the Love of a Family**, Dave Pelzer (5.1, UG)
5	**Tuesdays with Morrie**, Mitch Albom (5.5, UG)	**The Blind Side: Evolution of a Game**, Michael Lewis (7.2, UG)	**Tuesdays with Morrie**, Mitch Albom (5.5, UG)
6	**In Cold Blood: A True Account of a Multiple Murder and its Consequences**, Truman Capote (7.1, UG)	**Tuesdays with Morrie**, Mitch Albom (5.5, UG)	**In Cold Blood: A True Account of a Multiple Murder and its Consequences**, Truman Capote (7.1, UG)
7	**Heaven Is for Real: A Little Boy's Astounding Story of His Trip to Heaven and Back**, Todd Burpo (6.3, MG+)	**The Lost Boy: A Foster Child's Search for the Love of a Family**, Dave Pelzer (5.1, UG)	**Heaven Is for Real: A Little Boy's Astounding Story of His Trip to Heaven and Back**, Todd Burpo (6.3, MG+)
8	**The Blind Side: Evolution of a Game**, Michael Lewis (7.2, UG)	**Into the Wild**, Jon Krakauer (8.1, MG)	**The Glass Castle: A Memoir**, Jeannette Walls (5.9, UG)
9	**Through My Eyes**, Tim Tebow (6.9, UG)	**In Cold Blood: A True Account of a Multiple Murder and its Consequences**, Truman Capote (7.1, UG)	**A Stolen Life: A Memoir**, Jaycee Lee Dugard (5.2, UG)
10	**Into the Wild**, Jon Krakauer (8.1, MG)	**Coming Back Stronger: Unleashing the Hidden Power of Adversity**, Drew Brees (6.6, UG)	**I Know Why the Caged Bird Sings**, Maya Angelou (6.7, UG)
11	**The Glass Castle: A Memoir**, Jeannette Walls (5.9, UG)	**No Easy Day: The Firsthand Account of the Mission That Killed Osama Bin Laden**, Mark Owen (6.5, UG)	**Into the Wild**, Jon Krakauer (8.1, MG)
12	**A Stolen Life: A Memoir**, Jaycee Lee Dugard (5.2, UG)	**The Secret of the Yellow Death: A True Story of Medical Sleuthing**, Suzanne Jurmain (7.1, MG)	**She Said Yes: The Unlikely Martyrdom of Cassie Bernall**, Misty Bernall (6.6, UG)
13	**I Know Why the Caged Bird Sings**, Maya Angelou (6.7, UG)	**I Know Why the Caged Bird Sings**, Maya Angelou (6.7, UG)	**The Secret of the Yellow Death: A True Story of Medical Sleuthing**, Suzanne Jurmain (7.1, MG)
14	**Maus: A Survivor's Tale, I: My Father Bleeds History**, Art Spiegelman (3.2, UG)	**Maus: A Survivor's Tale, I: My Father Bleeds History**, Art Spiegelman (3.2, UG)	**Annie's Baby: The Diary of Anonymous, a Pregnant Teenager**, Beatrice Sparks (5.7, UG)
15	**A Long Way Gone: Memoirs of a Boy Soldier**, Ishmael Beah (6.1, UG)	**The Autobiography of Malcolm X**, Malcolm X (7.5, UG)	**Marley & Me: Life and Love with the World's Worst Dog**, John Grogan (6.9, UG)
16	**Coming Back Stronger: Unleashing the Hidden Power of Adversity**, Drew Brees (6.6, UG)	**Unbroken: A World War II Story of Survival, Resilience, and Redemption**, Laura Hillenbrand (7.7, UG)	**The Other Wes Moore: One Name, Two Fates**, Wes Moore (7.1, UG)
17	**The Freedom Writers Diary: How a Teacher and 150 Teens Used Writing to Change Themselves and the World Around Them**, Freedom Writers (6.4, UG)	**Heaven Is for Real: A Little Boy's Astounding Story of His Trip to Heaven and Back**, Todd Burpo (6.3, MG+)	**The Immortal Life of Henrietta Lacks**, Rebecca Skloot (8.0, UG)
18	**Marley & Me: Life and Love with the World's Worst Dog**, John Grogan (6.9, UG)	**Beyond Belief: Finding the Strength to Come Back**, Josh Hamilton (6.5, UG)	**Three Weeks with My Brother**, Nicholas Sparks (6.0, UG)
19	**No Easy Day: The Firsthand Account of the Mission That Killed Osama Bin Laden**, Mark Owen (6.5, UG)	**Tweak: Growing Up on Methamphetamines**, Nic Sheff (4.9, UG)	**The Blind Side: Evolution of a Game**, Michael Lewis (7.2, UG)
20	**The Secret of the Yellow Death: A True Story of Medical Sleuthing**, Suzanne Jurmain (7.1, MG)	**Shooting Stars/LeBron's Dream Team**, LeBron James (6.8, UG)	**It Happened to Nancy**, Anonymous (5.4, UG)

* The average ATOS book level of the top 20 books read by eleventh graders was 6.1 overall, 6.3 for boys, and 6.1 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 together inform book selection.

Grade 12		
Overall	**Boys**	**Girls**
12–13	**Title**, author (ATOS book level, interest level)*	

	Overall	Boys	Girls
1	**A Child Called "It": One Child's Courage to Survive**, Dave Pelzer (5.8, UG)	**Night**, Elie Wiesel (4.8, UG)	**A Child Called "It": One Child's Courage to Survive**, Dave Pelzer (5.8, UG)
2	**Night**, Elie Wiesel (4.8, UG)	**A Child Called "It": One Child's Courage to Survive**, Dave Pelzer (5.8, UG)	**Night**, Elie Wiesel (4.8, UG)
3	**Tuesdays with Morrie**, Mitch Albom (5.5, UG)	**Tuesdays with Morrie**, Mitch Albom (5.5, UG)	**Tuesdays with Morrie**, Mitch Albom (5.5, UG)
4	**The Lost Boy: A Foster Child's Search for the Love of a Family**, Dave Pelzer (5.1, UG)	**Through My Eyes**, Tim Tebow (6.9, UG)	**The Lost Boy: A Foster Child's Search for the Love of a Family**, Dave Pelzer (5.1, UG)
5	**Heaven Is for Real: A Little Boy's Astounding Story of His Trip to Heaven and Back**, Todd Burpo (6.3, MG+)	**A Long Way Gone: Memoirs of a Boy Soldier**, Ishmael Beah (6.1, UG)	**Heaven Is for Real: A Little Boy's Astounding Story of His Trip to Heaven and Back**, Todd Burpo (6.3, MG+)
6	**The Glass Castle: A Memoir**, Jeannette Walls (5.9, UG)	**The Lost Boy: A Foster Child's Search for the Love of a Family**, Dave Pelzer (5.1, UG)	**A Stolen Life: A Memoir**, Jaycee Lee Dugard (5.2, UG)
7	**Through My Eyes**, Tim Tebow (6.9, UG)	**The Blind Side: Evolution of a Game**, Michael Lewis (7.2, UG)	**The Glass Castle: A Memoir**, Jeannette Walls (5.9, UG)
8	**The Blind Side: Evolution of a Game**, Michael Lewis (7.2, UG)	**Into the Wild**, Jon Krakauer (8.1, MG)	**A Long Way Gone: Memoirs of a Boy Soldier**, Ishmael Beah (6.1, UG)
9	**A Long Way Gone: Memoirs of a Boy Soldier**, Ishmael Beah (6.1, UG)	**Coming Back Stronger: Unleashing the Hidden Power of Adversity**, Drew Brees (6.6, UG)	**It Happened to Nancy**, Anonymous (5.4, UG)
10	**Into the Wild**, Jon Krakauer (8.1, MG)	**No Easy Day: The Firsthand Account of the Mission That Killed Osama Bin Laden**, Mark Owen (6.5, UG)	**Marley & Me: Life and Love with the World's Worst Dog**, John Grogan (6.9, UG)
11	**A Stolen Life: A Memoir**, Jaycee Lee Dugard (5.2, UG)	**Always Running: La Vida Loca, Gang Days in L.A.**, Luis J. Rodríguez (6.2, UG)	**A Man Named Dave: A Story of Triumph and Forgiveness**, Dave Pelzer (5.9, UG)
12	**Marley & Me: Life and Love with the World's Worst Dog**, John Grogan (6.9, UG)	**Heaven Is for Real: A Little Boy's Astounding Story of His Trip to Heaven and Back**, Todd Burpo (6.3, MG+)	**The Immortal Life of Henrietta Lacks**, Rebecca Skloot (8.0, UG)
13	**In Cold Blood: A True Account of a Multiple Murder and its Consequences**, Truman Capote (7.1, UG)	**The Glass Castle: A Memoir**, Jeannette Walls (5.9, UG)	**Tweak: Growing Up on Methamphetamines**, Nic Sheff (4.9, UG)
14	**Coming Back Stronger: Unleashing the Hidden Power of Adversity**, Drew Brees (6.6, UG)	**Friday Night Lights: A Town, a Team, and a Dream**, H.G. Bissinger (8.0, UG)	**A Million Little Pieces**, James Frey (4.2, UG)
15	**The Immortal Life of Henrietta Lacks**, Rebecca Skloot (8.0, UG)	**Marley & Me: Life and Love with the World's Worst Dog**, John Grogan (6.9, UG)	**In Cold Blood: A True Account of a Multiple Murder and its Consequences**, Truman Capote (7.1, UG)
16	**Tweak: Growing Up on Methamphetamines**, Nic Sheff (4.9, UG)	**In Cold Blood: A True Account of a Multiple Murder and its Consequences**, Truman Capote (7.1, UG)	**Into the Wild**, Jon Krakauer (8.1, MG)
17	**A Man Named Dave: A Story of Triumph and Forgiveness**, Dave Pelzer (5.9, UG)	**The Burn Journals**, Brent Runyon (3.8, UG)	**Annie's Baby: The Diary of Anonymous, a Pregnant Teenager**, Beatrice Sparks (5.7, UG)
18	**Always Running: La Vida Loca, Gang Days in L.A.**, Luis J. Rodríguez (6.2, UG)	**Disgusting Foods**, Connie Colwell Miller (2.9, MG)	**The Burn Journals**, Brent Runyon (3.8, UG)
19	**No Easy Day: The Firsthand Account of the Mission That Killed Osama Bin Laden**, Mark Owen (6.5, UG)	**The Freedom Writers Diary: How a Teacher and 150 Teens Used Writing to Change Themselves and the World Around Them**, Freedom Writers (6.4, UG)	**The Blind Side: Evolution of a Game**, Michael Lewis (7.2, UG)
20	**A Million Little Pieces**, James Frey (4.2, UG)	**The Autobiography of Malcolm X**, Malcolm X (7.5, UG)	**Three Weeks with My Brother**, Nicholas Sparks (6.0, UG)

* The average ATOS book level of the top 20 books read by twelfth graders was 5.8 overall, 6.0 for boys, and 5.7 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 together inform book selection.

When reading goes digital

by Jeffrey Martin, Senior Curriculum Developer–eReading, Subtext™

Over the past several years, we have talked to and observed teachers in schools at all different stages of technology integration. Despite these differences, a simple principle underlies their efforts: when literacy instruction goes digital across the curriculum, reading can be transformed as it becomes more impactful, engaging, and effective for students. Here we'll share what it looks like when technology extends six tried-and-true reading practices, whether your classroom is fully digital or just exploring technology.

SUBTEXT **Subtext**™

Practice # 1: Highlighting becomes metacognitive

When students can explain why they are highlighting specific text, their thinking while reading becomes metacognitive, and they become more engaged readers. Digital tools like Subtext empower students not only to read more closely by highlighting, but also to add a concept "tag" that challenges them to justify why they are highlighting. Teachers used to grading students' highlights on paper can now save hours of time and unlock powerful insights into students' thinking while reading. The table shows the most popular tags that students are applying to text they highlight in Subtext.

Most popular tags used in Subtext	
Key vocabulary	Temptation & weakness
Social class	Sensory details
Supporting details	Quotes
Perspective/background	Literary device
Character traits	Writer's tools

Practice # 2: Differentiation becomes real time

Being able to see reading engagement and comprehension data faster means teachers can intervene, guide, and differentiate faster, enabling much stronger instruction in the ELA classroom and across the curriculum. A great example of this in practice is a teacher we know using Subtext with her fourth graders. She prepared an exercise on the differences between metaphors and similes and asked her students to identify the two in a short story. Via Subtext, she saw the students' responses instantly and was able to immediately detect that two students did not understand the difference between these two literary devices. Instead of interrupting the other students' workflow, she then approached the children who needed a little extra help individually or during her small-group breakouts.

Practice # 3: Support gets personalized

Reading digitally lets you provide the right amount of support for students at different skill levels, at each student's pace. Almost all digital reading platforms have built-in dictionaries, which allow students to look up unfamiliar words with a single click or tap. Some also offer features that allow students to have words or phrases read aloud to them, or that let teachers embed links and media in the pages of digital texts. Once links to background materials or popular vocabulary tools are brought right into the primary text, students get a richer understanding of a concept.

Practice # 4: Close reading goes collaborative

In digital classrooms, citing text evidence, debating with classmates, and writing can all be done directly in the pages of a digital text. Practicing these skills in context bridges the gap between close reading and critical analysis, making it easier for students to make connections between the two. We frequently hear from teachers that collaboration in the text is the key to close reading—tackling more challenging passages is easier when students feel engaged and connected to the material in new ways.

Practice # 5: Finding the right content gets simpler

Once a classroom goes digital and schools become more standards focused, finding the right mix of curricular materials can become time intensive for teachers. This can quickly become a daunting task as teachers increasingly strive to integrate nonfiction into their literacy instruction. Digital tools like Gooru, Readworks, and Subtext help to bring a wide body of related materials together in a way that makes sense for the classroom. Many programs have whole curriculum teams behind them—made up of former and current educators—that provide a starting point for teachers.

Once materials are found digitally, it's much easier to distribute them quickly across districts, saving hours of photocopying time and professional development.

Practice # 6: Independent reading becomes more transparent
The power of student-selected reading for increasing motivation and comprehension is hard to debate, especially when it comes to helping students develop a love of reading. But teachers and librarians know that a little guidance—on book selection, complexity, and quantity— goes a long way towards affecting learning outcomes. In the digital classroom, teachers can set goals for students wherever they are—whether inside or outside the classroom. With tools like Subtext, teachers and librarians can keep a close eye on students' progress and interests, using insight from comments left in a book, words looked up, and even pages read per minute.

This list is admittedly just a handful of effective reading practices for digital reading. As reading continues to go digital, we look forward to continually learning and sharing strategies to help you and your students accomplish your goals.

Happy reading!

When literacy instruction goes digital across the curriculum, reading can be transformed as it becomes more impactful, engaging, and effective for students.

The evolution of how kids are reading

by Troy Mikell, Director of Communications, Mackin Educational Resources

If you live and breathe by the phrase "there's no better time than the present," then you will surely be able to appreciate the amazing and revolutionary times we are living in.

The digital revolution within education is now in full motion and the epic wonder of eBooks, audiobooks, databases, and video content delivered to a student's tablet, smartphone, or computer has begun. Classrooms, school libraries, and the delivery of educational content have been changed forever. Providing fresh and varied material to students at the speed of light has already proven to be the greatest innovation to make its way into the classroom since the chalkboard.

In fact, over the past 2 years alone, our company has seen the sales of eBooks to schools using our free MackinVIA platform triple. The second quarter of 2014 already promises digital sales growth at the same meteoric pace. While print book sales have begun to show signs of waning, the interest and conversion to digital has taken center stage.

As of this printing, of the titles that have been downloaded to our customer's MackinVIA accounts, 40% are elementary titles, 20% are middle school, and 18% are high school level. The remaining 22% were district/consortium orders.

So it appears that younger readers are the ones who have adopted and adapted to the digital platform in greater numbers. Most likely driven by policies and mandates to educate the younger students in a more digitally friendly environment, this is clearly an indicator of the shape and direction education is taking for the future.

Why are we seeing such an energetic transition? From our perspective, it's simple. The free MackinVIA eResource management system is convenient, offers close to 300,000 digital titles and 40,000 audiobook titles for every grade level from PK–12, and requires only one user name and password, making it extremely easy for students and educators to master.

Top eBook downloads on MackinVIA, 2012 and 2013

1. **The Scarlet Letter**, Nathanial Hawthorne
2. **Freaky Fast Frankie Joe**, Lutricia Clifton
3. **The Adventures of Beanboy**, Lisa Harkrader
4. **The President's Stuck in the Bathtub: Poems About the Presidents**, Susan Katz
5. **Documents of Freedom: A Look at the Declaration of Independence, the Bill of Rights, and the U.S. Constitution**, Gwenyth Swain
6. **The Things They Carried**, Tim O'Brien
7. **The Giver**, Lois Lowry
8. **The Namesake**, Jhumpa Lahiri
9. **In the Time of the Butterflies**, Julia Alvarez
10. **Life of Pi**, Yann Martel

Mackin's robust digital eReader is accessed by nine different free apps and has a cache of powerful and versatile features. The app boasts a keyword search option, bookmarking, and annotations. Users can highlight text in multiple colors and take notes. There are three levels of the popular Merriam-Webster dictionary available as well as citations by EasyBib. Students can also take Accelerated Reader Quizzes within MackinVIA online. Through the use of the app, users are able to download eBooks hosted within the MackinVIA cloud for online or offline reading. Best of all, the MackinVIA digital resource management system is a free service to all schools.

Navigating down this digital path has created a sizable shift in acceptance from publishers and customers alike. More and more content is being transformed and made deliverable in digital form. eBooks, audiobooks, databases, videos, and other digital content are rapidly populating the ever-growing list of titles and offerings that Mackin provides. As a company we are pleased to be at the forefront of this epic revolution, and it is quite exhilarating. Even more enlightening is the enthusiasm of the students and schools who are making the transition.

With solid experience and longevity in the education industry, and a track record of multiple successes and exemplary customer satisfaction, Mackin is well positioned to lead the way on this new frontier.

To learn more about Mackin and MackinVIA, visit us online at mackin.com or call (800) 245-9540.

Section III: Common Core State Standards (CCSS) exemplars

With the creation 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 CCSS Appendix A, "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).[13]

To assist educators with reaching these goals, CCSS Appendix B[14] includes a list of text exemplars that illustrate the call for "complexity, quality, and range of reading appropriate for various grade levels" in the CCSS English Language Arts standards (p. 8).[15] The text exemplars represent several types of reading materials; because *What Kids Are Reading* focuses on book reading, we examine only the informational texts and stories categories in this section.

The lists that begin on p. 46 present a **Three-year look at reading trends for CCSS exemplars (informational texts, stories)** by CCSS grade band, along with the percent of students reading each book within its assigned band and the individual grade with the highest percentage of students reading the book for the 2012–2013 school year.[16] For comparison to the findings from prior years, the same information is also provided for both the 2011–2012 and 2010–2011 school years.

> "All students must be able to comprehend texts of steadily increasing complexity as they progress through school."
>
> – CCSS Appendix A, p. 2

Showing both of these 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. There are cases in which the exemplars are (1) widely read and most popular within their target grade bands (e.g., *Green Eggs and Ham*, an exemplar story for the K–1 grade band, read by more than 16% of students in K–1 and most often in grade 1), and (2) not widely read or read much later than is suggested by the CCSS (e.g., *Narrative of the Life of Frederick Douglass: An American Slave*, an exemplar informational text for the 6–8 grade band, read by less than 1% of students in grades 6–8 and most often in grade 11).

Since we began looking at how often students are reading the CCSS exemplar texts 3 years ago, the majority of the informational texts and stories on the lists have experienced an uptick in reading. Although the change is incremental, and the intent of the exemplars is not to be a recommended reading list, it seems likely that the mention of these books by the CCSS may have been a contributing factor in student book selection.

Reflections on reading

For today's students, options for reading abound—whether they are at home, school, or on the go. In addition to browsing the shelves of brick-and-mortar school or public libraries and online or physical bookstores, students can download electronic copies of books and read them on a variety of devices, from dedicated eReaders to tablets to phones. Contributions from two guests bookend the lists in this section: **Joanna Cole** (Magic School Bus series, p. 45) reflects on her early reading experiences, and the digital reading company **myON** (p. 52) shares findings from its student reading platform.

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13 National Governors Association Center for Best Practices, Council of Chief State School Officers. (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: Author. Retrieved from www.corestandards.org

14 National Governors Association Center for Best Practices, Council of Chief State School Officers. (2010). C*ommon 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: Author. Retrieved from www.corestandards.org

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

16 Determined using data from the Accelerated Reader hosted database, which includes book-reading records for more than 9.8 million students from 31,195 schools nationwide who read more than 318 million books during the 2012–2013 school year.

Reflections on reading

by Joanna Cole, author of the Magic School Bus series

As a child in the 1950s, I used to read science books. My science teacher, Miss Bair, had a classroom library, and every week each child was required to take a book home. She never checked that we had read the books, which I thought was pretty cool of her. Probably a lot of kids didn't read them, but I did!

I also read and reread a book my aunt and uncle gave me entitled *Bugs, Insects and Such*. (Can you imagine a publisher today calling a children's book that?) The reason my relatives gave me the book was that I was always looking at insects in our small backyard in East Orange, New Jersey.

I learned a very important lesson from my backyard insect study—that a human could have a big effect on nature. What happened was this. One summer a hive of bumblebees appeared underground at the edge of the lawn. They were big, cuddly-looking, and slow. It was so easy to catch one in a jar as it emerged from the hive in the morning. Then I'd leave the jar in the sun and go off to play. When I came back later, the bee had died from the heat.

I felt sorry, but being a child, I kept on doing what gave me pleasure—catching the bees one at a time and leaving the jar in the sun. Well, one day there were no more bees. Zero. Gone. Done away with. And I, little Joanna, had made that happen. Nature was finite. That was my lesson.

Does that sound like something human beings need to know today?

When I got to college, I found that the Indiana University bookstore had lots of trade science books, and I started using my scant bank account to buy them. I remember a British book called *Badgers*. One chapter opened with these unforgettable words: "The hairs of the badger are of considerable interest." That, to me, is the quintessential "get-a-life" sentence. But it also made me feel quite fond of the author, his name long forgotten.

Anyway, I kept on reading science books all through school, and that habit helped me carve out a successful writing career. In 1969, I wrote and got published a children's science book, *Cockroaches*. After that I wrote more science books—the next one was *Fleas!* (In those days publishing was very different from what it would become.)

In those first years of publishing, my books got great reviews in *School Library Journal*, but I never saw a one in a bookstore. My father used to ask tactlessly, "So, Jo, when are you going to write a bestseller?" (Never, I would think regretfully.) I couldn't have predicted that my future did hold a series of bestsellers, The Magic School Bus books, which combine story, humor, and science.

People began to tell me how refreshing the MSB books were in contrast to all those "boring" straight science books. Of course, as the author of so many of those, I am never sure how to respond to the compliment. And as proud as I am of Ms. Frizzle and her adventures, my favorite part of creating the books is researching the topics by reading scores of "boring" science books.
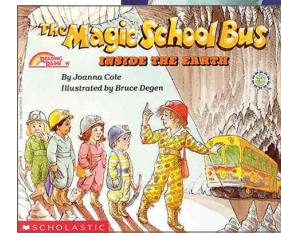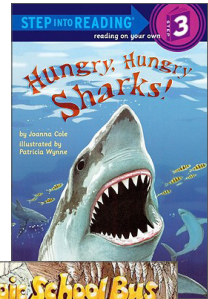
Joanna Cole, the author of many children's books, both fiction and nonfiction, is best known for The Magic School Bus series. She lives in North Carolina with her husband, Phil, and their two guinea pigs.

Three-year look at reading trends for CCSS exemplars (informational texts, stories)

Common Core State Standards: K–1 band							
		2012–2013 School year		2011–2012 School year		2010–2011 School year	
Category	**Title**, author (ATOS book level, interest level)*	Percent read in band	Most popular grade	Percent read in band	Most popular grade	Percent read in band	Most popular grade
Informational texts	**A Weed Is a Flower: The Life of George Washington Carver**, Aliki (4.3, LG)	1.55	2	1.44	2	0.01	2
	My Five Senses, Aliki (2.0, LG)	0.99	2	0.99	2	0.66	2
	Starfish, Edith Thacher Hurd (2.3, LG)	0.23	2	0.23	2	0.06	2
	A Tree Is a Plant, Clyde Robert Bulla (2.3, LG)	0.16	2	0.12	2	0.06	2
Stories	**Green Eggs and Ham**, Dr. Seuss (1.5, LG)	16.05	1	16.78	1	14.28	1
	Are You My Mother?, P.D. Eastman (1.6, LG)	9.88	1	10.37	1	9.13	1
	Hi, Fly Guy!, Tedd Arnold (1.5, LG)	7.14	1	6.14	1	4.38	1
	Frog and Toad Together, Arnold Lobel (2.9, LG)	3.71	2	4.14	2	2.22	2
	Put Me in the Zoo, Robert Lopshire (1.4, LG)	2.75	1	2.50	1	1.63	1
	Little Bear, Else Holmelund Minarik (2.4, LG)	1.90	2	1.98	2	1.43	2
	Owl at Home, Arnold Lobel (2.7, LG)	1.51	2	1.58	2	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 together inform book selection.

Percent read in band indicates the percent of students in grades K–1 who read each book during the 2012–2013, 2011–2012, or 2010–2011 school years.

Most popular grade shows the grade in which the book was read by the highest percentage of students during the 2012–2013, 2011–2012, or 2010–2011 school years.

Common Core State Standards: 2–3 band

Category	Title, author (ATOS book level, interest level)*	2012–2013 School year		2011–2012 School year		2010–2011 School year	
		Percent read in band	Most popular grade	Percent read in band	Most popular grade	Percent read in band	Most popular grade
Informational texts	**So You Want to Be President?**, Judith St. George (4.8, MG)	1.45	4	1.33	4	0.25	4
	Bat Loves the Night, Nicola Davies (3.4, LG)	1.20	3	1.27	3	0.69	3
	From Seed to Plant, Gail Gibbons (3.4, LG)	0.67	2	0.72	2	0.49	2
	Bats: Creatures of the Night, Joyce Milton (2.9, LG)	0.38	2	0.39	2	0.32	2
	Martin Luther King, Jr. and the March on Washington, Frances E. Ruffin (3.3, LG)	0.20	3	0.17	3	0.14	3
	Boy, Were We Wrong About Dinosaurs!, Kathleen V. Kudlinski (5.0, LG)	0.11	3	0.06	5	0.02	5
	Moonshot: The Flight of Apollo 11, Brian Floca (4.8, LG)	0.10	3	0.10	4	0.02	4
	Where Do Polar Bears Live?, Sarah L. Thomson (4.0, LG)	0.10	3	0.01	4	0.01	3
	Throw Your Tooth on the Roof: Tooth Traditions from Around the World, Selby B. Beeler (4.2, LG)	0.08	3	0.05	3	0.03	3
	A Medieval Feast, Aliki (4.6, LG)	0.07	4	0.07	4	0.03	4
	Art Around the World, Heather Leonard (3.8, LG)	0.01	3	0.01	3	0.01	3
Stories	**Henry and Mudge: The First Book of Their Adventures**, Cynthia Rylant (2.7, LG)	6.00	2	5.96	2	4.15	2
	Tops & Bottoms, Janet Stevens (3.2, LG)	4.62	3	4.64	3	2.61	3
	Sarah, Plain and Tall, Patricia MacLachlan (3.4, MG)	4.29	4	5.04	4	1.75	4
	The Raft, Jim LaMarche (4.1, LG)	1.37	4	1.44	4	0.10	4
	The Stories Julian Tells, Ann Cameron (3.4, LG)	0.92	3	0.77	3	0.50	3
	My Father's Dragon, Ruth Stiles Gannett (5.6, LG)	0.84	3	0.72	3	0.49	3
	The Fire Cat, Esther Averill (2.9, LG)	0.78	2	0.67	2	0.40	2
	Poppleton in Winter, Cynthia Rylant (2.5, LG)	0.64	2	0.54	2	0.35	2
	Cowgirl Kate and Cocoa, Erica Silverman (2.3, LG)	0.59	2	0.60	2	0.41	2
	The Treasure, Uri Shulevitz (3.0, LG)	0.55	3	0.57	3	0.47	3
	Amos & Boris, William Steig (4.7, LG)	0.50	3	0.46	3	0.35	3
	The One-Eyed Giant, Mary Pope Osborne (4.8, MG)	0.21	4	0.22	4	0.08	5
	The Lighthouse Family: The Storm, Cynthia Rylant (4.4, LG)	0.11	3	0.05	3	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 together inform book selection.

Percent read in band indicates the percent of students in grades 2–3 who read each book during the 2012–2013, 2011–2012, or 2010–2011 school years.

Most popular grade shows the grade in which the book was read by the highest percentage of students during the 2012–2013, 2011–2012, or 2010–2011 school years.

Common Core State Standards: 4–5 band

Category	Title, author (ATOS book level, interest level)*	2012–2013 School year		2011–2012 School year		2010–2011 School year	
		Percent read in band	Most popular grade	Percent read in band	Most popular grade	Percent read in band	Most popular grade
Informational texts	**Volcanoes**, Seymour Simon (5.1, MG)	0.54	5	0.61	5	0.37	5
	Horses, Seymour Simon (5.2, LG)	0.06	4	0.04	5	0.03	5
	We Are the Ship: The Story of Negro League Baseball, Kadir Nelson (5.9, MG)	0.05	5	0.02	5	0.01	5
	Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea, Sy Montgomery (5.3, MG)	0.04	5	0.01	5	< 0.01	5
	Hurricanes: Earth's Mightiest Storms, Patricia Lauber (6.0, MG)	0.03	5	0.03	5	0.02	5
	Toys! Amazing Stories Behind Some Great Inventions, Don L. Wulffson (6.8, MG)	0.03	5	0.01	5	0.01	5
	My Librarian Is a Camel: How Books Are Brought to Children Around the World, Margriet Ruurs (6.3, MG)	0.02	5	0.01	4	< 0.01	6
	The Kid's Guide to Money: Earning It, Saving It, Spending It, Growing It, Sharing It, Steve Otfinoski (7.2, MG)	< 0.01	5	< 0.01	6	–	7
	About Time: A First Look at Time and Clocks, Bruce Koscielniak (6.7, LG)	< 0.01	5	< 0.01	5	< 0.01	5
	England: The Land, Erinn Banting (7.5, MG)	< 0.01	6	< 0.01	7	< 0.01	6
Stories	**Tuck Everlasting**, Natalie Babbitt (5.0, MG)	5.28	6	5.68	6	2.19	6
	Bud, Not Buddy, Christopher Paul Curtis (5.0, MG)	3.38	5	3.14	5	1.95	5
	The Black Stallion, Walter Farley (5.2, MG)	0.66	4	0.59	4	0.53	4
	The Secret Garden (Unabridged), Frances Hodgson Burnett (6.3, MG)	0.64	5	0.59	5	0.50	5
	Where the Mountain Meets the Moon, Grace Lin (5.5, MG)	0.53	5	1.01	5	0.18	5
	Alice's Adventures in Wonderland (Unabridged), Lewis Carroll (7.4, MG)	0.38	5	0.25	6	0.15	6
	The Birchbark House, Louise Erdrich (6.1, MG)	0.26	5	0.11	5	0.06	5
	The Little Prince, Antoine de Saint-Exupery (5.0, MG)	0.18	5	0.10	5	0.08	12
	M.C. Higgins, the Great, Virginia Hamilton (4.4, MG)	0.02	5	0.01	6	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 together inform book selection.

Percent read in band indicates the percent of students in grades 4–5 who read each book during the 2012–2013, 2011–2012, or 2010–2011 school years.

Most popular grade shows the grade in which the book was read by the highest percentage of students during the 2012–2013, 2011–2012, or 2010–2011 school years.

Dash (-) means the book was not read in grades 4 and 5.

Common Core State Standards: 6–8 band							
		2012–2013 School year		2011–2012 School year		2010–2011 School year	
Category	**Title**, author (ATOS book level, interest level)*	Percent read in band	Most popular grade	Percent read in band	Most popular grade	Percent read in band	Most popular grade
Informational texts: English language arts	**Narrative of the Life of Frederick Douglass: An American Slave**, Frederick Douglass (7.9, UG)	0.88	11	0.60	11	0.06	11
	Harriet Tubman: Conductor on the Underground Railroad, Ann Petry (6.6, MG)	0.10	8	0.07	8	0.05	8
	Travels with Charley: In Search of America, John Steinbeck (6.7, UG)	0.04	8	0.02	11	< 0.01	12
Informational texts: history/ social studies	**The Great Fire**, Jim Murphy (7.6, UG)	0.22	6	0.10	8	0.06	7
	Freedom Walkers: The Story of the Montgomery Bus Boycott, Russell Freedman (7.7, MG)	0.16	7	0.03	8	0.01	6
	A Night to Remember, Walter Lord (7.0, UG)	0.09	7	0.05	7	0.04	10
	Vincent van Gogh: Portrait of an Artist, Jan Greenberg (7.6, MG)	0.01	8	< 0.01	10	< 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	< 0.01	12	< 0.01	12
	A Short Walk Around the Pyramids & Through the World of Art, Philip Isaacson (6.7, UG)	< 0.01	8	< 0.01	12	< 0.01	9
Informational texts: science, mathematics, and technology	**The Number Devil: A Mathematical Adventure**, Hans Magnus Enzensberger (4.4, MG)	0.03	6	0.05	6	0.01	7
	Cathedral: The Story of Its Construction, David Macaulay (7.3, MG)	0.02	7	0.01	7	< 0.01	7
	Geeks: How Two Boys Rode the Internet out of Idaho, Jon Katz (8.3, UG)	0.01	10	0.01	12	< 0.01	9
Stories	**Roll of Thunder, Hear My Cry**, Mildred D. Taylor (5.7, MG)	2.27	7	2.21	7	1.80	7
	A Wrinkle in Time, Madeleine L'Engle (4.7, MG)	1.38	6	1.33	6	1.01	6
	The Adventures of Tom Sawyer (Unabridged), Mark Twain (8.1, MG)	1.02	8	1.05	8	0.28	8
	Dragonwings, Laurence Yep (5.3, MG+)	0.28	6	0.26	7	0.15	7
	Little Women (Book I and II) (Unabridged), Louisa May Alcott (7.9, MG)	0.10	11	0.12	11	0.08	8
	The Tale of the Mandarin Ducks, Katherine Paterson (5.6, LG)	0.10	6	0.10	5	0.04	5
	Black Ships Before Troy: The Story of the Iliad, Rosemary Sutcliff (6.8, MG)	0.10	6	0.06	6	0.02	6
	The Dark Is Rising, Susan Cooper (6.2, MG)	0.09	7	0.09	8	0.07	8
	The People Could Fly: American Black Folktales, Virginia Hamilton (4.3, MG)	0.01	6	0.01	6	< 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 together inform book selection.

Percent read in band indicates the percent of students in grades 6–8 who read each book during the 2012–2013, 2011–2012, or 2010–2011 school years.

Most popular grade shows the grade in which the book was read by the highest percentage of students during the 2012–2013, 2011–2012, or 2010–2011 school years.

Common Core State Standards: 9–10 band							
		2012–2013 School year		2011–2012 School year		2010–2011 School year	
Category	**Title**, author (ATOS book level, interest level)*	Percent read in band	Most popular grade	Percent read in band	Most popular grade	Percent read in band	Most popular grade
Informational texts: English language arts	**I Know Why the Caged Bird Sings**, Maya Angelou (6.7, UG)	0.28	11	0.14	11	0.14	10
	I Have a Dream, Martin Luther King Jr. (7.2, MG)	0.14	9	0.05	7	0.06	10
	The Gettysburg Address, Abraham Lincoln (4.3, MG)	0.09	8	0.04	5	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)	0.02	11	0.01	12	< 0.01	12
	The Longitude Prize, Joan Dash (8.6, UG)	< 0.01	9	< 0.01	9	–	8
	Before Columbus: The Americas of 1491, Charles C. Mann (8.1, MG)	< 0.01	12	0.01	8	< 0.01	7
	Black, Blue & Gray: African Americans in the Civil War, Jim Haskins (10.0, UG)	< 0.01	8	< 0.01	10	–	8
Informational texts: science, mathematics, and technology	**The Hot Zone**, Richard Preston (7.3, UG)	0.11	10	0.17	9	0.26	9
	The Race to Save the Lord God Bird, Phillip Hoose (7.9, UG)	< 0.01	12	< 0.01	8	< 0.01	8
Stories	**To Kill a Mockingbird**, Harper Lee (5.6, UG)	5.54	9	5.14	9	4.92	9
	The Metamorphosis, Franz Kafka (10.5, UG)	1.62	12	0.85	12	0.18	12
	Things Fall Apart, Chinua Achebe (6.2, UG)	1.49	10	1.00	10	0.35	12
	The Gift of the Magi, O. Henry (6.2, UG)	1.47	9	1.35	9	0.89	9
	Fahrenheit 451, Ray Bradbury (5.2, UG)	1.28	10	1.09	10	0.99	10
	The Book Thief, Markus Zusak (5.1, UG)	0.74	9	0.56	8	0.33	10
	The Grapes of Wrath, John Steinbeck (4.9, UG)	0.51	11	0.61	11	0.09	11
	The Odyssey, Homer (10.3, UG)	0.35	9	0.41	9	0.45	9
	Candide, Voltaire (7.3, UG)	0.13	12	0.16	12	0.02	12
	The Joy Luck Club, Amy Tan (5.7, UG)	0.13	10	0.22	12	0.11	10
	In the Time of the Butterflies, Julia Alvarez (5.8, UG)	0.10	10	0.07	12	0.03	11
	The Killer Angels, Michael Shaara (4.7, UG)	0.04	11	0.05	11	0.03	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 together inform book selection.

Percent read in band indicates the percent of students in grades 9–10 who read each book during the 2012–2013, 2011–2012, or 2010–2011 school years.

Most popular grade shows the grade in which the book was read by the highest percentage of students during the 2012–2013, 2011–2012, or 2010–2011 school years.

Dash (-) means the book was not read in grades 9 and 10.

		2012–2013 School year		2011–2012 School year		2010–2011 School year	
Category	**Title**, author (ATOS book level, interest level)*	Percent read in band	Most popular grade	Percent read in band	Most popular grade	Percent read in band	Most popular grade
Informational texts: English language arts	**Black Boy (American Hunger)**, Richard Wright (7.4, UG)	0.08	10	0.05	10	0.03	10
	Walden, Henry David Thoreau (8.7, UG)	0.04	11	0.02	11	0.01	11
Informational texts: history/ social studies	**1776**, David G. McCullough (9.1, UG)	0.02	11	0.01	11	0.01	11
Stories	**The Great Gatsby**, F. Scott Fitzgerald (7.3, UG)	6.82	11	5.51	11	3.70	11
	The Scarlet Letter (Unabridged), Nathaniel Hawthorne (11.7, UG)	3.06	11	2.84	11	1.88	11
	The Cask of Amontillado, Edgar Allan Poe (7.3, UG)	1.91	9	2.35	9	0.19	9
	Their Eyes Were Watching God, Zora Neale Hurston (5.6, UG)	1.13	11	1.04	11	0.62	11
	Pride and Prejudice (Unabridged), Jane Austen (12.0, UG)	1.10	12	1.34	12	0.87	12
	Jane Eyre (Unabridged), Charlotte Brontë (7.9, UG)	0.67	12	0.76	12	0.41	12
	The Namesake, Jhumpa Lahiri (7.2, UG)	0.37	12	0.05	12	0.04	11
	The Bluest Eye, Toni Morrison (5.2, UG)	0.29	11	0.25	12	0.20	11
	A Farewell to Arms, Ernest Hemingway (6.0, UG)	0.29	11	0.23	11	0.12	11
	Crime and Punishment, Fyodor Dostoyevsky (8.7, UG)	0.22	12	0.12	12	0.09	12
	As I Lay Dying, William Faulkner (5.4, UG)	0.06	11	0.06	11	0.05	11
	A White Heron, Sarah Jewett (7.2, UG)	0.03	12	0.02	12	0.03	12
	The Canterbury Tales, Geoffrey Chaucer (8.1, UG)	0.02	12	0.02	12	0.04	12
	Billy Budd, Sailor, Herman Melville (10.6, UG)	0.01	11	0.04	12	0.02	12
	Don Quixote, Miguel de Cervantes Saavedra (13.2, UG)	0.01	10	0.01	12	< 0.01	8
	Dreaming in Cuban, Cristina García (6.5, UG)	0.01	12	0.01	12	< 0.01	10

Table title: Common Core State Standards: 11–CCR (college and career readiness) band

* 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 together inform book selection.

Percent read in band indicates the percent of students in grades 11–CCR who read each book during the 2012–2013, 2011–2012, or 2010–2011 school years.

Most popular grade shows the grade in which the book was read by the highest percentage of students during the 2012–2013, 2011–2012, or 2010–2011 school years.

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Technology trends to teacher tools: How personalization will change literacy

by Todd Brekhus, President, myON

There have always been trends in literature and reading, from the serialized coming-of-age novels in nineteenth-century England to the beat poetry of 1950s America. In recent years, dystopian young adult trilogies have dominated the popular literary and cinematic landscape in America.

With more than 3,600,000 students reading on myON today, it is clear that today's students are interested in reading.

But they are not just reading. And they are not just reading digitally. Our innovative and integrated literacy platform has created a new trend in twenty-first century literacy: personalized digital reading. With a personalized reading platform like myON, trends in reading genres and reading behaviors are quickly identified.

Reading on myON since July, 2013

- **Students**: 3.6 million
- **Books opened**: 20,712,931
- **Accumulated reading time**: 170+ years

Our 3 million plus students have access to the largest library of enhanced digital books available today. What's more, myON creates a personalized literacy dashboard that recommends books to students based on their individual interests and reading levels, which are determined by initial interest inventory and placement exams.

The recommendations then draw from more than 7,000 titles from both our parent company, Capstone—the leading educational and library publisher of the past 25 years—as well as more than 50 popular third-party publishers, such as Disney and DK. Students can personalize their reading experience by exploring the vast digital library at their fingertips. When they complete a book, they rate it, review it, and recommend it to others. In turn, myON continues to generate recommendations for individual students based on this reading activity, keeping them engaged and helping them to increase their Lexile® scores.

In addition, myON recently integrated with Accelerated Reader to provide linkability to AR Quizzes through the myON platform. When viewing a book on the myON platform, students and teachers can now view Accelerated Reader information, like ATOS book level, quiz number, and points under the "info" tab of any title on myON. Together, myON and AR work to promote student engagement with and growth in literacy.

It is through this system that we track the most popular books as they are read, rated, and reviewed by these students. myON reports that scary books are the most popular, as well as nonfiction books about animals. For example, myON's data tells us that Capstone's *Scary Ghosts* from the Really Scary series was the most popular book on the platform since July 2013, having been read more than 275,000 times for an accumulated reading time of roughly 2 years and 216 days by all students on the platform.

Over 70% of the myON collection is nonfiction titles in multiple formats to help teachers support curriculum and helps students connect to content.

The titles in myON reflect the increasing teacher need for breadth and depth of nonfiction titles (as reflected by new standards and teaching practice). Over 70% of the myON collection is nonfiction titles in multiple formats to help teachers support curriculum and help students connect to content. Titles such as *Great White Sharks: On the Hunt*, *Anacondas: On the Hunt, Disgusting Foods*, and *Disgusting Bugs* are among the top 20 overall ranking books on myON's platform. Fiction and literature are also an important part of any reading experience, and the myON usage statistics reflect this as well: some of our top rated titles include graphic novels (like *Princess Candy*) and classics (like *Dracula*).

Part of the success of the myON platform is giving students choice in what they read, how they read, and when they read. Any title in the myON digital platform is available when and where the student needs it. Whether online through school or home devices or offline with the myON reading app, there is always an opportunity to read. Some of the supported devices for myON include the iPad®, Android™ tablets, the Amazon Kindle Fire™ HD, and the Chromebook™ app.

Our statistics show that most students read during the school day on standard PCs and Macs. Outside of the school day, the most used device is the Apple iPad. Beyond tracking trends in reading and technology, myON also helps teachers reach every student in their class. The Teacher Dashboard on myON provides teachers with reading activity data for every student, preparing them to provide differentiated instruction through group book lists or to inform intervention when necessary.

Most popular book on myON since July 2013—read over 275,000 times

The myON Teacher Dashboard displays the student roster and the specific titles that have been read by students in the class. The dashboard also houses important information like the book's Lexile® level, time spent reading, total books opened, total books read, and the student's current Lexile® level. This reading activity information allows teachers to identify the reading trends in their classroom and helps inform instruction based on their students' levels and interests as well as curriculum and/or standards.

It is not just what kids are reading, when they are reading it, and how often they're reading it—though myON is all of those things. With myON, our students' reading trends become teaching tools and preparation for a future in our changing mobile landscape. It's not just what they're reading, but how they're reading—a personalized online library with thousands of digital books—that will transform the next generation of citizens.

Appendix: About the report

How do we know what kids are reading? We know because of our Accelerated Reader (AR) software, first developed by educator Judi Paul 30 years ago as a way to motivate her own children to read and now in use at tens of thousands of schools worldwide. AR makes the essential student practice component of any reading curriculum more effective. Students take an AR Reading Practice Quiz after each book they have read, and in turn, Accelerated Reader provides teachers with daily information about 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 library circulation data, which tell us what books were purchased or checked out *to read*, Accelerated Reader reveals the books students *did read*, from cover to cover. Because our data is compiled from comprehension quizzes students have passed on these books, at Renaissance Learning, we have unique insight into the books kids are truly reading.

How are kids reading in 2014?

Each year, W*hat Kids Are Reading: The Book-Reading Habits of Students in American Schools* provides a snapshot into student reading by providing lists of the books kids are reading most frequently. In this edition, we also are taking a closer look at a new avenue for students' literary explorations—digital reading. To that end, guest essayists from five eReading companies (Brain Hive, Capstone, MackinVIA, myON, and Renaissance Learning's Subtext) share their perspectives on digital reading and the insights they have gained into book-reading trends from their student reading platforms.

In addition to the lists of most read books, overall and by gender, for grades 1–12, this year's report also tracks most read nonfiction books and follows the reading trends of the Common Core State Standard exemplar texts (in particular, the informational texts and stories exemplars). And, in keeping with tradition, three of the popular authors found on the report lists have contributed their reflections on reading to the report: Cynthia Rylant (Henry and Mudge series), Mitch Albom (*Tuesdays with Morrie*), and Joanna Cole (Magic School Bus series).

The data

We recognize 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 AR much book reading is captured this way. AR Quizzes currently number more than 160,000— nearly half of which are for nonfiction/informational texts— with additional quizzes created each week. The sheer volume of available AR Quizzes allows students a wide range of book selection; virtually every book found in a school, classroom, or local library has a quiz available.

AR has earned accolades as a "proven" program (Promising Practices Network, 2013) and a "model" program with "strong evidence" (National Dropout Prevention Center/Network, 2010).

The Accelerated Reader hosted database enables schools to have their AR software hosted through the Renaissance Learning Data Center in Wisconsin Rapids, Wisconsin, which provides cost savings as well as additional security and data protection. This database is the source of the data for the *What Kids Are Reading* report, which this year consists of book-reading records for more than 9.8 million students in grades 1–12 who read more than 318 million books during the 2012–2013 school year (see Table A1). The students are from 31,195 schools, spanning all 50 U.S. states and the District of Columbia.

Table A1: Students, books, and words by grade (AR™ hosted database, 2012–2013 school year)

Grade	Students	Books read	Average books read per student	Average words read by student
1	1,050,910	41,660,562	39.6	24,805
2	1,405,238	77,892,050	55.4	81,404
3	1,491,813	73,011,961	48.9	185,247
4	1,483,646	53,417,498	36.0	300,478
5	1,427,339	38,172,691	26.7	382,970
6	1,009,019	16,367,074	16.2	419,121
7	774,228	8,376,473	10.8	401,558
8	690,959	6,471,845	9.4	413,592
9	182,729	1,172,042	6.4	308,197
10	134,767	773,626	5.7	309,652
11	107,301	547,314	5.1	298,147
12	76,952	402,663	5.2	304,252
Total	**9,834,901**	**318,265,799**		

Please note: Because schools may optionally record demographic information about students in AR, gender data is available for approximately 67% of students. Thus, in Sections I and II, 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.

Also, the sample of data from the AR database, upon which this report is based, is one 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 9.8 million students at more than 31,000 American schools, this sample is significant. This database is one of a kind—no other study captures student reading behavior on this scale.

Finally, note that Renaissance Learning is deeply committed to the protection of school and student data. For this and all other publications, we go to great lengths to provide aggregated data that is useful to educators, parents, and researchers while stopping well short of releasing information that could be used to identify any district, school, teacher, or student.[17]

Accelerated Reader™
For 30 years, Accelerated Reader has withstood the test of time. The program has not only evolved but also stayed true to its core objective, to promote and manage independent reading practice, a purpose both standards and research literature support. Thus, it is no surprise that AR has earned accolades as a "proven" program (Promising Practices Network, 2013)[18] and a "model" program with "strong evidence" (National Dropout Prevention Center/Network, 2010).[19]

The large evidence base supporting Accelerated Reader consists of 173 independent studies and reviews—including experimental and quasi-experimental research studies, generally considered by the research community

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17 For more information about our data security and confidentiality policies, see http://doc.renlearn.com/KMNet/R0054577B8522158.pdf.

18 Promising Practices Network. (2013). *Programs that work: Review of Accelerated Reader.* Santa Monica, CA: RAND Corporation. Retrieved from http://www.promisingpractices.net/program.asp?programid=292

19 National Dropout Prevention Center/Network. (2010). *Review of model programs: Accelerated Reader.* Clemson, SC: Clemson University, Author. Retrieved from http://www.dropoutprevention.org/modelprograms/show_program.php?pid=316

to provide the strongest evidence of effectiveness and to be consistent with the definition of scientifically based research—as well as more than 26 articles published in peer-reviewed journals.

Even as Accelerated Reader has evolved to meet current technological and usability standards, its basic three-step approach has remained the same. After a teacher assists with setting individualized reading goals, each student (1) reads a self-selected book, (2) takes a computerized AR Reading Practice Quiz of 3, 5, 10, or 20 items (depending on the length of the book), and (3) receives immediate feedback, which is shared with the teacher, via informative reports about each book, including number of words read, ATOS book level, and level of comprehension (i.e., percent correct on the AR Quiz).

Figure A1: AR™ Quiz screen

With AR Quizzes available for more than 160,000 books, students can take a quiz after reading just about any book available in their school or public libraries. Reading Practice Quizzes (see example, 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).
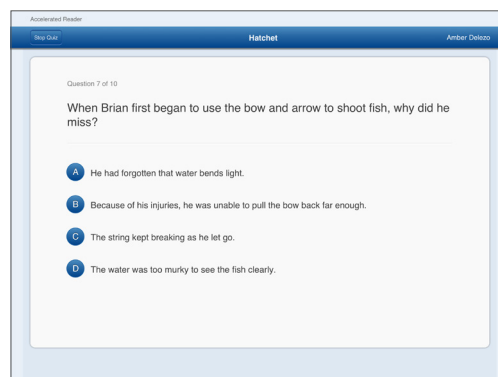
Accelerated Reader provides access to all AR Quizzes as soon they are created. AR offerings also include professional development, the Renaissance Place Dashboard, Renaissance Home Connect, the AR Widget, expanded technical support, Live Chat, and automatic software upgrades. AR Quizzes are also available as an app on iPhone®, iPad®, and iPod touch® devices, and through a browser on tablet devices 7 inches or larger.

Best practices
Guided independent reading practice is crucial for students. Likewise, the ability to quickly and easily track students' reading practice in terms of comprehension, time spent reading, and text complexity level 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. 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 to books that is so critical for success in school and beyond.

Accelerated Reader is in use by educators from coast to coast because it saves teachers time, motivates students to read more, and is more reliable and accurate than traditional methods of tracking student book reading. To ensure that teachers make the most of their AR data and that students benefit to the greatest extent possible, fidelity of implementation is guided by research-based best practices, which educators learn through Renaissance Learning professional development. These 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.

Not only is choice motivating for students, it can also foster a lasting love of reading.

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.[20] With college- and career-readiness standards and other educational advocates, such as ACT, Inc.,[21] calling for an emphasis on student reading of increasingly complex materials in order to be ready for college and career, it will do no good for students to read materials at higher difficulty levels if they do not understand what they are reading. Accelerated Reader provides the information teachers need to balance text

20 Renaissance Learning. (2012). *Guided independent reading.* Wisconsin Rapids, WI: Author. Retrieved from http://doc.renlearn.com/KMNet/R005577721AC3667.pdf

21 ACT, Inc. (2006). *Reading between the lines: What the ACT reveals about college readiness in reading.* Iowa City, IA: Author.

complexity with student comprehension. The program's Reading Practice Quizzes help teachers quickly and accurately assess students' comprehension of each book read as well as monitor their reading progress over time.

Matching books to students
Best practices recommend that students are guided not only to read books at appropriate levels of challenge but also to choose books that interest them. 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, and locations, for example, of interest. As students grow into readers, it is increasingly important that they have a choice over what they read. Not only is choice motivating for students, it can also foster a lasting love of reading. Renaissance Learning recommends students consider several factors, guided by a teacher's professional judgment, when selecting a book to read.

AR BookFinder™
Using AR BookFinder (www.arbookfind.com)—with an interface in English or Spanish—students can search within extensive lists of topics and subtopics to hone in on particular interests. Lists of award winners, state-specific choices, and librarians' picks, as well as the overall reading lists from this report, also help guide students to subjects of interest. This tool facilitates easy book selection for students (as well as teachers, parents, and librarians) by providing ATOS book levels, interest levels, genres, and descriptions for all books with AR Quizzes available (see Figure A2).

ATOS™ book level
Considering text complexity—the level of challenge presented by a given text—is critical in book selection. According to Appendix A of the Common Core State Standards (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).[22]

Figure A2: AR BookFinder™ screen

Accelerated Reader uses the ATOS Readability Formula, which is available to the public at no cost, as the text complexity measure for each book with an AR Quiz available. ATOS takes into account three important predictors of text difficulty—average sentence length, average word length, and average word difficulty level—to help educators assist students in finding books to read at appropriate levels. This formula is especially useful 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 5, in the fourth month of the school year.

Renaissance Learning's ATOS Readability Formula is a reliable and valid quantitative measure of text difficulty (Milone, 2012)[23] that CCSS Appendix A says "puts students and texts on the same scale" (p. 7).[24] In an objective evaluation of text complexity measures, Nelson et al. (2011)[25] conducted a study to assess the validity of six such metrics, including ATOS, and found that "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).

22 National Governors Association Center for Best Practices, Council of Chief State School Officers. (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: Author. Retrieved from www.corestandards.org

23 Milone, M. (2012). *The development of the ATOS Readability Formula.* Wisconsin Rapids, WI: Renaissance Learning. Retrieved from http:// doc.renlearn.com/KMNet/R004250827GJ11C4.pdf

24 National Governors Association Center for Best Practices, Council of Chief State School Officers, op. cit.

25 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.achievethecore.org/content/upload/nelson_perfetti_liben_measures_of_text_difficulty_research_ela.pdf

Interest level
An ATOS book level matched to a student's independent reading range (ZPD),[26] though a reliable and valid estimate of the challenge level of a text, does not necessarily indicate that the subject matter of a book is suitable in any other way for the student. Other factors thought to affect students' understanding of text, such as content, structure, and language conventionality, as well as student motivation, background knowledge, and purpose for reading, must also be considered.

In Accelerated Reader, each book is assigned an interest level (IL) code in addition to an ATOS book level. Interest levels, which are based on publisher recommendations, provide 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.

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 IL of UG, or upper grade.

To learn more about what kids are reading, visit www.renaissance.com/whatkidsarereading.

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26 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).