
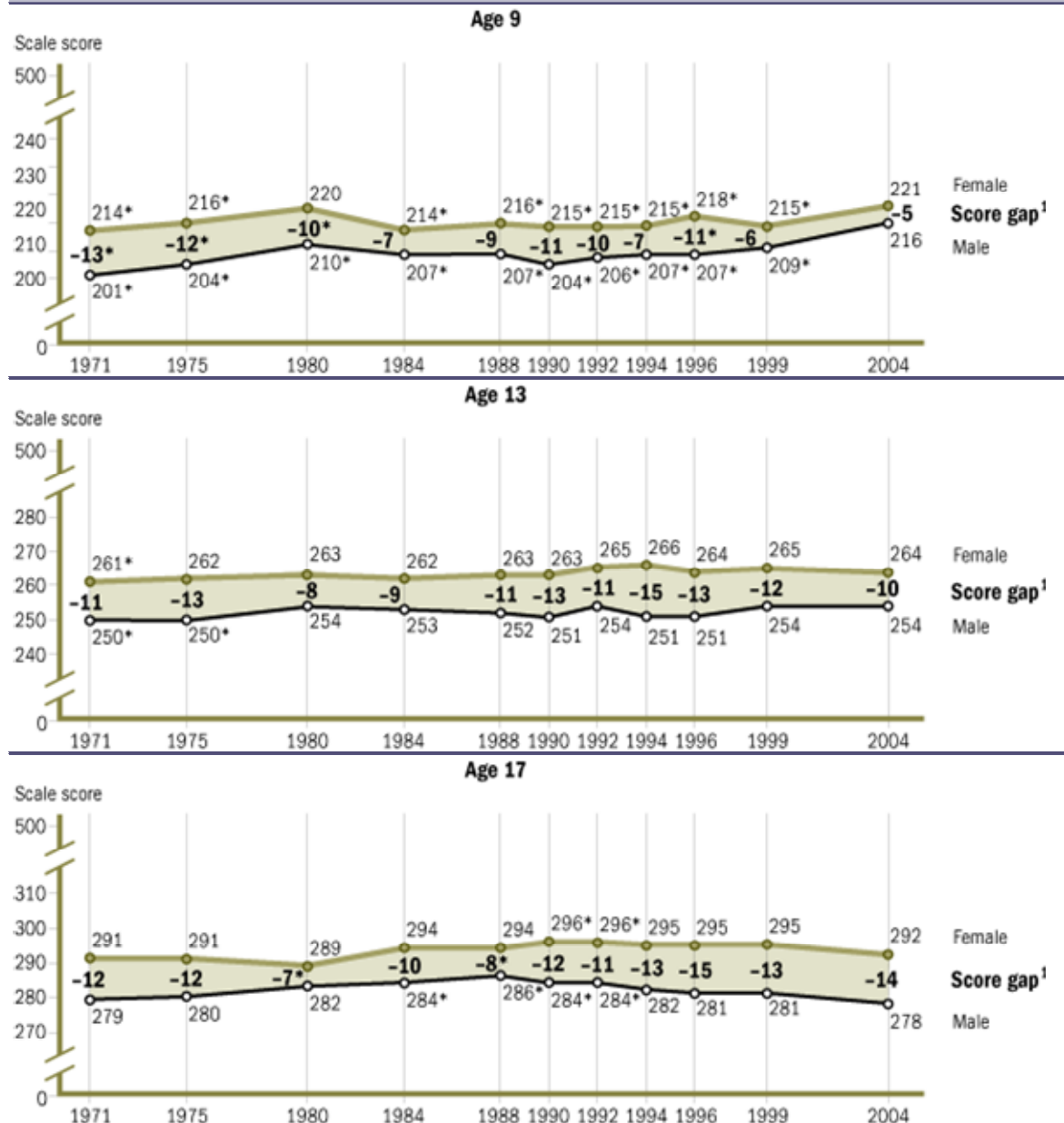


**BOYS'**  
**READING ACHIEVEMENT—AS**  
**DEMONSTRATED**  
**BY**  
**STANDARDIZED TEST SCORES—**  
**CONSISTENTLY**  
**LAGS BEHIND GIRLS'**


**AS STUDENTS GET OLDER.  
THE GAP WIDENS.  
SEVENTEEN-YEAR-OLD MALES'  
SCORES HAVE DECLINED  
DRAMATICALLY FROM 1988-2004  
FROM 286 TO 278, AND THE  
GENDER GAP IS WIDENING.  
THE AVERAGE MALE SCORE IS  
NOW 14 POINTS BELOW THE  
AVERAGE FEMALE SCORE.**

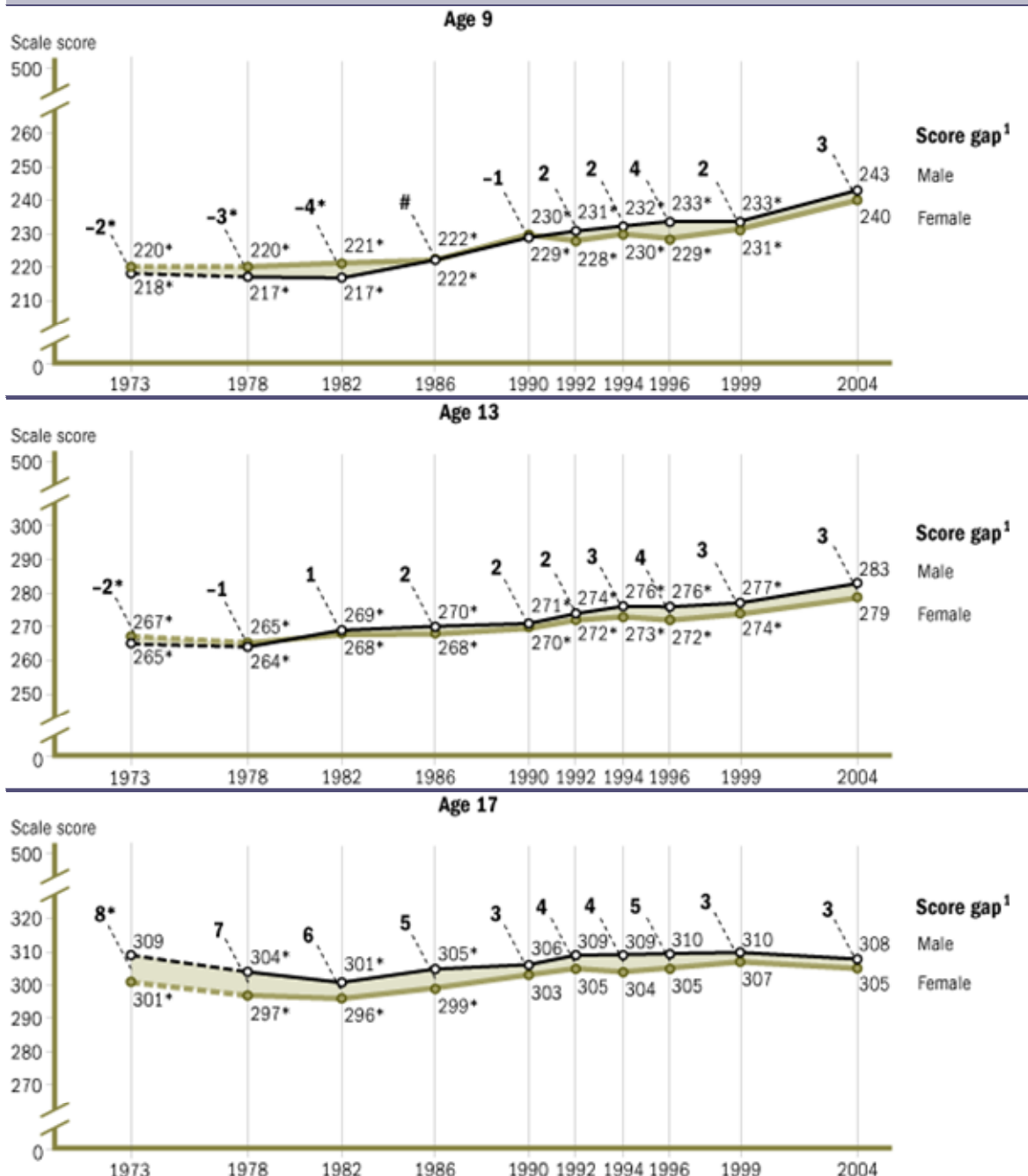
# NAEP READING SCORES

Trends in average reading scale scores and score gaps for students ages 9, 13, and 17, by gender: 1971–2004 



# NAEP MATH SCORES

ges 9, 13, and 17, by gender: 1973–2004 



**FEWER BOYS THAN GIRLS  
NOW STUDY ADVANCED ALGEBRA,  
GEOMETRY, AND CHEMISTRY.  
BOYS ARE LESS LIKELY TO TAKE  
ADVANCED PLACEMENT TESTS.  
CURRENTLY, 42% OF COLLEGE  
STUDENTS ARE MALE  
(BROZO, 2002; WILSON, 2007)**

**BOYS ARE 3-5 TIMES MORE  
LIKELY TO  
BE LABELED LEARNING  
DISABLED (BROZO, 2002).  
THEY EARN 70% OF REPORT  
CARD D'S AND F'S  
AND ARE 50% MORE LIKELY  
TO BE RETAINED IN GRADE  
(HUNSADER, 2002, DEC.).**

**BOYS ACCOUNT FOR 71%  
OF SCHOOL SUSPENSIONS  
(HUNSADER, 2002, DEC.).**

**EIGHTY-THREE PER CENT  
OF STUDENTS LABELED  
ADD OR ADHD ARE MALE  
(BROZO, 2002).**

**READING ACHIEVEMENT**

**IS A FUNCTION OF THE**

**TIME AND ENERGY**

**STUDENTS INVEST IN READING.**

**GIRLS READ MORE MAGAZINES,**

**NEWSPAPERS, AND BOOKS.**

**BOYS ARE MORE LIKELY TO**

**DESCRIBE THEMSELVES AS**

**NON-READERS**

**(JONES, 2005; SMITH & WILHELM,**

**2002; STRAUSS, 2005).**

**BOYS ARE AT RISK  
OF FAILING TO DEVELOP  
LITERACY SKILLS NEEDED  
FOR ACADEMIC  
AND WORKPLACE SUCCESS  
(HEDGES & NOWELL, 1995;  
BROZO, 2002;  
WHITMIRE, 2006).**

**THREE CATEGORIES OF REASONS  
FOR BOYS' DISENGAGEMENT  
FROM READING:**

- 1) BIOLOGICAL OR GENETIC**
- 2) SOCIOCULTURAL**
- 3) ACADEMIC**

**1) BRAIN LANGUAGE CENTERS ARE  
SMALLER AT BIRTH IN MALES.**

**2) LANGUAGE AND FINE MOTOR  
SKILLS AREAS IN THE BRAIN  
MATURE SIX YEARS EARLIER IN GIRLS  
THAN IN BOYS.**

**3) MALES EMOTIONAL PROCESSING IS  
IN THE AMYGDALA, AND NOT WELL-  
CONNECTED TO AREAS THAT GOVERN  
SPEECH.**

**SOCIOCULTURAL REASONS:**

**REAL BOYS DON'T WORK HARD IN  
SCHOOL—PREVALENT BELIEF AMONG  
BOYS (HUNSADER, 2002, DEC.)**

**READING IS MORE A FEMININE  
ACTIVITY THAN MASCULINE.**

**TEACHERS, LIBRARIANS, AND  
BOOKSELLERS TEND TO BE FEMALE  
(BROZO, 2002; MAUGHAN, 2001, May 7;  
NEWKIRK, 2002; SCIESZKA, 2003, FEB.)**

**TEXTS USED IN READING AND ENGLISH  
CLASSES ARE PRIMARILY NARRATIVE  
FICTION.**

**SOME RESEARCH SUGGESTS MALES  
PREFER NONFICTION**

**(BROZO, 2002; SMITH & WILHELM, 2002;  
IRVIN, 2002; SEPT. 28).**

**EIGHTY PER CENT OF NONFICTION  
LIBRARY TITLES ARE CHECKED OUT  
BY BOYS; 80% OF FICTION TITLES ARE  
CHECKED OUT BY GIRLS (IRVIN, 2002,  
SEPT., 28).**

**NARRATIVE IS  
PART OF WHAT  
MAKES US DISTINCTIVELY  
HUMAN**

**(BROZO, 2002)**

**AND PROVIDES “IMAGINATIVE  
REHEARSALS FOR LIVING”  
(SMITH & WILHELM, 2002).**

**SUGGESTION: IF MALES DON'T  
LIKE NARRATIVE, SOMETHING'S  
AWRY.**

**THE GREAT EPICS OF THE  
WORLD WERE  
NARRATIVE AND POPULAR WITH  
MALES.**

**BOYS LIKE NARRATIVE IN MOVIES AND  
VIDEOS**

**(INDIANA JONES, STAR WARS,  
TERMINATOR, *MINORITY REPORT*,  
*TRANSFORMERS*).**

**BOYS LIKE;**

**1) STORIES WITH MALE MAIN  
CHARACTERS**

**2) ACTION AND ADVENTURE-FILLED  
PLOTS**

**3) HUMOR**

**4) TEXTS IN THEIR VOICES THAT  
ADDRESS THEIR CONCERNS.**

**VERY LITTLE SCHOOL READING  
FITS THESE  
CRITERIA.**

**YOUNG ADULT LITERATURE  
DENOTES LITERATURE AIMED  
AT THE INTERESTS AND CONCERNS  
OF ADOLESCENTS—  
OR YOUNG PEOPLE  
BETWEEN THE AGES  
OF 12 AND 20.**





