



## Jackson Public School District Summer Reading Required Books

\*Rising Grades 4-12 - Summer Reading Titles

Grade	Title	Author
4	A Boy Called Bat	Elana Arnold
5	Becoming Naomi Leon	Pam Munoz Ryan
6	March:Book One	John Lewis
7	Clayton Byrd Goes Underground	Rita Williams-Garcia
8	The Seventh Most Important Thing	Shelley Pearsall
9	Fahrenheit 451	Ray Bradbury
10	All American Boys	Jason Reynolds
11	Born A Crime	Trevor Noah
12	Sing, Unburied, Sing	Jesmyn Ward

### Required Books for Advanced Learning Programs & Services - Bailey, Northwest, Forest Hill, Jim Hill and Murrah

Grade	Title	Author
4	The Crossover	Kwame Alexander
5	Firegirl	Tony Abbott
6(APAC/IB)	Look Both Ways	Jason Reynolds
7(APAC/IB)	Flying Lessons & Other Stories	Ellen Oh
8(APAC/IB)	Animal Farm	George Orwell
9(AP)	The Moon is Down	John Steinbeck
9(AP)	I am Malala	Malala Yousafzai
9(AP)	Long Way Down	Jason Reynolds
9 (IB)	Speak	Laurie Halse Anderson
9 (IB)	Long Way Down	Jason Reynolds
10(AP)	The Poet X	Elizabeth Acevedo
10(AP)	A Gatherings of Old Men	Ernest Gaines
10(AP)	Persepolis, Book 1	Marjane Satrapi
<b>10 (IB)</b>	<b>Required</b>	
10 (IB)	Kindred	Octavia Butler

\* Required titles should be read by scholar rising from previous grade to next grade level.

Scholars in grades 4-12 are required to read one book designated by school district, select to read by choice or preference from a list of titles labeled by categories, and complete a summary of each book read during the summer months.



**\*Required Books for Rising Advanced Learning Programs & Services - Bailey, Northwest, Forest Hill, Jim Hill and Murrah.**

<b>11 (AP)</b>	<b>Required</b>	
11(AP)	1984	George Orwell
<b>11(AP)</b>	<b>Nonfiction Choice</b>	
11(AP)	The Jungle	Upton Sinclair
11(AP)	Fast Food Nation	Eric Schlosser
11(AP)	The New Jim Crow	Michelle Alexander
11(AP)	The Beauty Myth	Naomi Wolf
11(AP)	In Cold Blood	Truman Capote
<b>11(AP)</b>	<b>Memoir Choice</b>	
11(AP)	Becoming	Michelle Obama
11(AP)	Between the World and Me	Ta-Nehisi Coates
11(AP)	Born A Crime	Trevor Noah
11(AP)	Long Way Gone	Charles Martin
11(AP)	Memorial Drive	Natasha Trethewey
<b>11 (IB)</b>	<b>Required</b>	
11(IB)	Siddhartha	Herman Hesse
11(IB)	How to Read Literature Like a Professor	Thomas C Foster
12 (AP)	The Poisonwood Bible	Barbara Kingsolver
12 (AP)	World of Wonders	Aimee Nezhukumatathil
12 (AP)	<b>AP Classic Novel Choice</b>	
12 (AP)	Wuthering Heights	Emily Bronte
12 (AP)	Go Tell It on the Mountain	James Baldwin
12 (AP)	The Color Purple	Alice Walker
12 (AP)	Adventures of Huckleberry Finn	Mark Twain
12 (AP)	Pride and Prejudice	Jane Austen
12 (AP)	Invisible Man	Ralph Ellison
12 (IB)	<b>Required</b>	
12(IB)	King Lear	William Shakespeare
12(IB)	Woman at Point Zero	Nawal El Saadawi

**\* Required titles should be read by scholar rising from previous grade to next grade level.**

**Required Books for JPS-Tougaloo Early College High School Program**

Grade	Title	Author
9	This is My America	Kim Johnson
10	Educated	Tara Westover
11	The Water Dance	Ta-Nehisi Coates
12	Their Eyes Were Watching God	Zora Neale Hurston

Note: Program schools may recommend that additional books are read during the summer in preparation for coursework during the upcoming school year. Those listed above are the minimum books required by the district for each grade level and program school.



# Directions for Summer Reading Log

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1. **Read your book** and reread parts that you especially like or that seem most important.
2. **Think about the book you have read.** Use at least two of the questions below to write your response.

## Literature/Fictional Text

1. Identify the source of the conflict in the story, and how this conflict shapes the story through the character's response to it.
2. How did the main character change over the course of the story and what causes the changes?
3. Identify key moments in the story and how they relate to the story's theme, character development, and plot structure.
4. What connections can you make between the story and your own life, other readings, or the world at large?
5. What character would you like to have as a friend and why?
6. Describe the ending of the story. If you could create a different ending, what would it be?

## Informational/Nonfiction Text

7. What strategies does the author use to achieve his or her purpose?
8. Does the author consider other perspectives, particularly those that challenge the author's central idea?
9. How is the text organized and how does the organization help the reader understand the topic of the book?
10. Which part (s) of the text were you able to visualize the best and why?
11. Find a quote in the text that is interesting to you and explain why you chose it.
12. What text features does the author include? How are these features helpful in understanding the text?
13. What new questions or understandings does the text raise? Explain.

The first component of informational nonfiction is *genre*. Genres of **nonfiction** can be identified by one single factor: the intent or purpose of the writing. On the other hand, genres of **fiction** blend together. For instance, a fantasy story can have characteristics of an adventure story, but not all adventure stories are fantasies. Genres of nonfiction are more clearly defined than fiction. They explain the intent of the author or the purpose of the material.

The five main genres of nonfiction are:

1. **Instructional:** Describes how something is done or made.
2. **Explanatory:** Tells what happened or how something works, with defined reasons.
3. **Report:** Tells how things are discovered.
4. **Discussion:** Looks at both sides of an idea and makes a decision.
5. **Opinion/Argument:** Decides on a point of view and has reasons to support the view.

Students should be aware of the variety and format of the structures of nonfictional text. Some structures or formats of nonfiction can be seen within a variety of texts. For example, a speech can be instructional, explanatory, a report, an opinion, or a discussion. On the contrary, a recipe is considered instructional. This is one thing that makes nonfictional text so unique. Depending on the author's intent, the structure can take on different tones and formats.

**Students may select from the following nonfiction formats to complete summer reading requirements:**

Book/movie reviews  
Editorials

Consumer Report articles  
Journals

Presentations  
Proposals

Interviews  
Observations

Autobiographies  
Biographies

Debates  
Reports & Speeches

**SUMMER READING RECORD - Log # \_\_\_\_\_**  
**Rising Grades 4-12**

<b>Student's Name</b>	
<b>Title</b>	
<b>Author</b>	

**Directions: Select a question from Step 2 and write your response below.**

I am responding to Question # \_\_\_\_\_

I am responding to Question # \_\_\_\_\_

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