

Salem Academy Charter School Summer Reading List: 2022

Dear Upper School Families and Friends,

In this document, you will find information related to your child's summer reading text(s) and summer reading assignment. We believe that reading over the summer is a critical step in ensuring that students retain key skills from the prior grade and are prepared for the next one.

In order to increase access to our texts, we have found texts and have posted assignments that can be accessed for free digitally. Everything can be done online, but if you prefer, you are welcome to acquire a hardcopy and/or print these materials. In addition, the Salem Public Library has numerous copies of each summer reading text.

As an added note, current 9th - 11th grade students will be keeping Chromebooks for the summer, but current 8th grade students will be returning Chromebooks in June in order to receive a new Chromebook at the start of 9th grade. Please reach out directly to the grade level teacher if you need any assistance accessing texts.

We encourage students to do their summer reading assignment at a pace that makes sense for them. As with any assignment, we ask that students do their best. If you have questions about the summer reading text or task, I invite you to reach out to me or to your child's ELA teacher for next year.

Happy reading!

Best,
Drea Jacobs, Upper School Principal

Quick Links:

Rising 9th Graders	4
Rising 11th Graders: CP Rhetoric	6
Rising 11th Graders: AP Language and Composition	8
Rising 12th Graders: CP English 12	10
Rising 12th Graders: AP Literature	11

Lista de Lectura de Verano Salem Academy Charter School: 2022

Estimadas Familias y Amigos de la Escuela Superior,

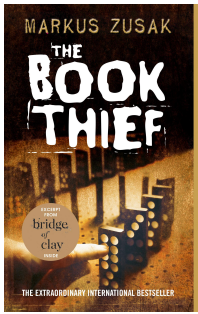
En este documento, encontrará información relacionada con los textos de lectura de verano de su hijo y la tarea de lectura de verano. Creemos que la lectura durante el verano es un paso crítico para asegurar que los estudiantes conserven las habilidades clave del grado anterior y estén preparados para el siguiente.

Para aumentar el acceso a nuestros textos, hemos encontrado libros y hemos publicado tareas a las que se puede acceder gratuitamente por vía digital. Todo se puede hacer en línea, pero si lo prefiere, puede adquirir una copia impresa y/o imprimir estos materiales. Además, la Biblioteca Pública de Salem tiene numerosas copias de cada uno de los textos de lectura de verano.

Como nota adicional, los estudiantes actuales de 9º a 11º grado se quedarán con los Chromebooks durante el verano, pero los estudiantes actuales de 8º grado devolverán los Chromebooks en junio para recibir un nuevo Chromebook al comienzo del 9º grado. Por favor, póngase en contacto directamente con el maestro del nivel de grado si necesita cualquier ayuda para acceder a los textos.

Recomendamos que los estudiantes hagan su lectura de verano a un ritmo que tenga sentido para ellos. Como con cualquier asignación, pedimos que los estudiantes hagan su mejor esfuerzo. Si tiene preguntas sobre el texto o la tarea de lectura de verano, le invito a que se ponga en contacto conmigo o con el profesor de ELA de su hijo para el próximo año. ¡Feliz lectura!

Lo mejor,
Drea Jacobs, Directora de la Escuela Superior



Rising 9th Graders

All incoming English 9 students must read *The Book Thief* by Markus Zusak (excerpts for CP and the whole text for Honors). I have included a link to the online PDF version. You are also welcome to purchase the book or borrow it from a library if desired.

★ HONORS Online Version: [The Book Thief PDF \(complete\)](#)

★ CP Online Version: [The Book Thief PDF \(excerpted\)](#)

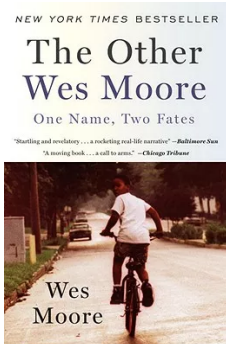
★ Assignment

- Students will also be required to complete reading notes for *The Book Thief* using [this template](#).
- Students can print and complete the notes, recreate and complete the template in a notebook, or complete electronically by making a copy of the document and sharing with me via my email address.
- Please finish the reading and notes before the start of the year. You will be assessed on them during the first week of September.
- Please reach out with any questions and/or concerns to: Mr. Tetzloff, rtetzloff@salemacademy.org

★ Optional Texts

- The following novels are suggested readings. Click on the link for a description.
 - CP students are also encouraged to read the complete version of *The Book Thief*.
 - [Before We Were Free](#) by Julia Alvarez
 - [Twisted](#) by Laurie Halse Anderson

Rising 10th Graders



All incoming English 10 students must read the book *The Other Wes Moore*. I have included a link to the online PDF versions of the book. You are also welcome to [purchase the book](#) if desired.

- ★ Online Version: [The Other Wes Moore PDF](#) (read pages 6-150 in the PDF)
- Summary: *Two kids named Wes Moore were born blocks apart within a year of each other. Both grew up fatherless in similar Baltimore neighborhoods and had difficult childhoods; both hung out on street corners with their crews; both ran into trouble with the police. How, then, did one grow up to be a Rhodes Scholar, decorated veteran, White House Fellow, and business leader, while the other ended up a convicted murderer serving a life sentence? Wes Moore, the author of this fascinating book, sets out to answer this profound question.* (<https://www.amazon.com/Other-Wes-Moore-Name-Fates/dp/0385528205>)

★ Assignment

- Students are strongly encouraged to complete reading notes for *The Other Wes Moore* using [this template](#).
- Students can print and complete the notes, recreate and complete the template in a notebook, or complete them electronically by making a copy of the document and sharing with me via my email address.
- Students will be assessed on the topics in the reading notes during the first full week of school.
- Please reach out with any questions and/or concerns to: Ms. Peterson, mpeterson@salemacademycs.org.

★ Optional Texts

- The following novels are suggested readings. Click on the link for a description.
 - [Just Mercy](#) by Bryan Stevenson
 - [Dear Martin](#) by Nic Stone
 - [Long Way Down](#) by Jason Reynolds
 - [The Hate U Give](#) by Angie Thomas

Rising 11th Graders: CP Rhetoric

This course requires you to be able to read non-fiction prose analytically. You must be able to identify an author's purpose and analyze how he or she uses language effectively to achieve that purpose. While most of your English classes previously focused on fictional prose and poetry, this assignment will serve to bridge you into the non-fiction world. This assignment will also give you practice in the skill of synthesizing outside information to create work that is grounded in your own complex thinking about a subject. Questions? Email Mr. Haynes at ahaynes@salemacademycs.org.

Read **any four** of the following essays and articles:

1. ["What Writing Is" by Stephen King \(from his memoir *On Writing*\)](#)
2. ["Why I Write" by George Orwell](#)
3. ["Why I Write" by Joan Didion](#)
4. ["Learning to Read and Write" by Frederick Douglass \(from his memoir *Narrative of the Life of...*\)](#)
5. ["The Perfect Essay" by John Kaag](#)
6. ["The Importance of Writing Badly" \(excerpt\) by Bruce Ballenger](#)
7. ["Writing to Not Print" by Nate Kreuter](#)
8. ["The New Literacy" by Clive Thompson](#)
9. ["I Type. Therefore I am" by Tom Chatfield](#)
10. ["Can an Algorithm Write a Better News Story than a Reporter?" by Stephen Levy](#)

WHILE READING

Consider the following ideas (what do the pieces seem to be saying about them and how would you answer them?) You may wish to make annotations responding to these questions as you read:

- What is writing?
- Why do we write?
- How do we write?
- Why is writing important?
- What about the craft could be considered *most* important?
- How has the nature of written communication changed in the digital age?

AFTER READING

After you have read four of the selections listed above, **write an essay that responds to this prompt:**

Writing is all around us in the form of books, poems, essays, editorials, speeches, blogs, tweets, and more. Write an essay in which you *explore the value of written communication today and the most important factors writers should consider when creating texts*. Use evidence from the texts AND your own opinions and experiences to formulate the reasoning to support your claim. For some direction, consider the questions listed above.

Using **at least 2 of the essays/articles you read**, write a **2-page essay** that discusses the above prompt, addressing the complexities of it. You should definitely have a thesis, but do NOT simply answer all of the above questions in a neat little row of paragraphs! Within your paper, you should **synthesize** information from the sources you read. Synthesis means that you should be using information from the sources to inform your opinion. Don't just drop in quotes for the sake of

dropping in quotes; respond to them, comment on them, disagree with them, but always use them *meaningfully!*

Citations: Use at least 2 of the essays/articles you read from the list above within your paper. Please do not use outside sources. Use MLA parenthetical citations (author's last name inside of parentheses) within your paper.

Rising 11th Graders: AP Language and Composition

This course requires you to be able to quickly read non-fiction prose analytically. You must be able to identify an author's purpose and analyze how he or she uses language effectively to achieve that purpose. While most of your English classes previously focused on fictional prose and poetry, this assignment will serve to bridge you into the non-fiction world. This assignment will also give you practice in the skill of synthesizing outside information to create work that is grounded in your own complex thinking about a subject. Questions? Email Mr. Haynes at ahaynes@salemacademy.org.

Read **any six** of the following essays and articles:

1. ["What Writing Is" by Stephen King \(from his memoir *On Writing*\)](#)
2. ["Why I Write" by George Orwell](#)
3. ["Why I Write" by Joan Didion](#)
4. ["Learning to Read and Write" by Frederick Douglass \(from his memoir *Narrative of the Life of...*\)](#)
5. ["The Perfect Essay" by John Kaag](#)
6. ["The Importance of Writing Badly" \(excerpt\) by Bruce Ballenger](#)
7. ["Writing to Not Print" by Nate Kreuter](#)
8. ["The New Literacy" by Clive Thompson](#)
9. ["I Type. Therefore I am" by Tom Chatfield](#)
10. ["Can an Algorithm Write a Better News Story than a Reporter?" by Stephen Levy](#)

WHILE READING

Consider the following ideas (what do the pieces seem to be saying about them and how would you answer them?) You may wish to make annotations responding to these questions as you read:

- What is writing?
- Why do we write?
- How do we write?
- Why is writing important?
- What about the craft could be considered *most* important?
- How has the nature of written communication changed in the digital age?

AFTER READING

After you have read six of the selections listed above, **write an essay that responds to this prompt:**

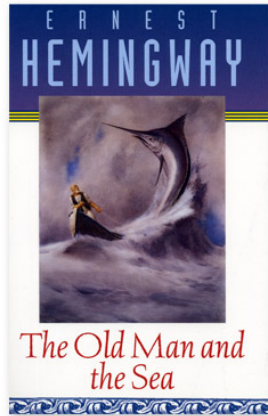
Writing is all around us in the form of books, poems, essays, editorials, speeches, blogs, tweets, and more. Write an essay in which you *explore the value of written communication today and the most important factors writers should consider when creating texts*. Use evidence from the texts **AND your own opinions and experiences to formulate the reasoning to support your claim. For some direction, consider the questions listed above.**

Using **at least 3 of the essays/articles you read**, write a **3-4 page essay** that discusses the above prompt, addressing the complexities of it. You should definitely have a thesis, but do NOT simply answer all of the above questions in a neat little row of paragraphs! Within your paper, you should **synthesize** information from the sources you read. Synthesis means that you should be using information from the sources to inform your opinion. Don't just drop in quotes for the sake of

dropping in quotes; respond to them, comment on them, disagree with them, but always use them *meaningfully!*

Citations: Use at least 3 of the essays/articles you read from the list above within your paper. Please do not use outside sources. Use MLA parenthetical citations (author's last name inside of parentheses) within your paper.

Rising 12th Graders: CP English 12

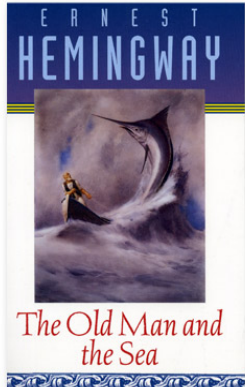


All incoming CP English 12 students must read the novella *The Old Man and the Sea* by Ernest Hemingway available [online](#) as a pdf. You are also welcome to [purchase the book](#) if desired.

★ Assignment

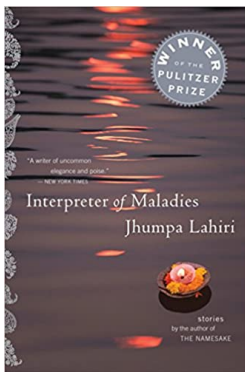
- Take notes on characters, plot, and themes as you read. There will be an open-note test when you return to check comprehension.
- Please reach out with any questions and/or concerns to: Mrs. Granniss dgranniss@salemacademy.org

Rising 12th Graders: AP Literature



All incoming AP Literature students must read the novella *The Old Man and the Sea* by Ernest Hemingway available [online](#) as a pdf **or at the Salem library**. You are also welcome to [purchase the book](#) if desired.

AND



Interpreter of Maladies by Jhumpa Lahiri, a collection of 9 short stories available [online](#) as a pdf **or at the Salem library**. You are also welcome to [purchase the book](#) if desired.

★ Assignment

- Take notes on characters, plot, and themes as you read both texts.
- There will be an open-note test when you return to check comprehension.

Please reach out with any questions and/or concerns to:
Mrs. Granniss dgranniss@salemacademy.org