McKinley Technology High School

Summer Reading Assignment- Pre-AP English I 2025-2026 SY

Welcome to Pre-AP English I! This class focuses on preparing you for reading and writing expectations for AP Language and AP Literature and the DC CAPE exam in May. In this course, we explore a wide variety of fiction and non-fiction texts throughout the school year. To prepare for this class, all students are required to select one book, using the criteria below and complete a double journal entry.

Assignment:

Part I: Select a book and read it closely

1. Please choose a piece of **fiction** that focuses on one aspect of your identity. Select a text that explores a characteristic or experience central to who you are. This could be related to your culture, ethnicity, gender, age, future profession, interests, personal experiences, or other defining traits.

2. Find that book by using search engines (Google), Amazon, parents, and your local neighborhood librarian to assist. If you are still stuck, please feel free to select **one of the texts suggested** by using this link: **bit.ly/MTHSREADS** .

Part II. Double Journal Entry

1. While reading, write two significant or important passages per chapter with analysis or personal reflections. All journals **must** be typed.

The **left side** of your journal must contain at least **<u>two</u>** pieces of textual evidence **for each chapter** from the reading with page number noted. The **right side** can be commentary, which must be a **minimum of four sentences per journal entry**.

Column A-Text and Page #	Column B-Commentary ***Do not simply summarize what you read.**
1. Write down significant or important passages (text) that: a. Caught your attention b. Made you react strongly c. Made you think 2. Include the chapter. 3. Include the page number after the text quotation.	2. The commentary must be a minimum of four sentences per journal entry. **The analysis may address one of the following:** • theme • character development **The personal reflections should address one of the following:** • My reaction to this quotation is… • I wonder… • This reminds me of… (an experience, another text, society) • I found this part confusing because… • This makes me think that… **Question to also consider:** How does this book connect to your experience?

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See sample template below:

Sample Assignment

Sample Student

McKinley Teacher

Pre- AP English I

25 August 2025

Book Title and Author:

Textual Evidence	Questions, reactions, observations, and/or discoveries
Chapter 1: My hair was too short, and my US Government glasses were horn-rimmed, ugly, and all that first winter in school, the other Indian boys chased me from one corner of the playground to the other" (p. 1).	Challenges from childhood can impact a person in adulthood. Childhood trauma can truly impact generations if not addressed. I wonder how the new anti-bully laws of today could have assisted him.
Chapter 1	
Chapter 2	
Chapter 2	

Part III. Due Date

1. Submit your assignments to your English teacher on **September 12, 2025**. All assignments must be submitted on Canvas. If you have any questions, please email Renee Jamison at renee.jamison@k12.dc.gov.

Part IV : Evaluation:

1. The double journal entry is worth 50 points (See the attached Scoring Guides) and will be placed in the Practice and Application category for your first advisory (50% of your overall grade).

Double Entry Journal Scoring Guide

	6 Points	8 Points	10 Points
Purpose CC ELA - RL.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story.	The context is missing. Journal entry does not attempt to cite central ideas or events. Supporting details are not mentioned or included in the entry.	Has a topic and attempts a focus, but the focus may not control the writing. Has some context and a clear focus but does not identify the most central ideas in the text. Supporting details are lacking.	Has a compelling opening and/or hook. Includes a proper context and a clear focus. Entry identifies central ideas or events and cites supporting points and details.
Organization CC ELA - W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Has little organization. No use of transitions. It does not follow journal topic criteria.	The journal attempts a meaningful and robust organization. The student uses transitions when appropriate but may not address all tasks or purposes described in the prompt.	Journal entries are very well organized. Entry uses transitions effectively and follows journal topic criteria.
Voice & Tone CC ELA - W.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	Language is underdeveloped and immature – may use slang. Journal may contain basic sentence structure.	Some entry portions do not contain precise words, details, or mention specific characters, experiences, or events. Language attempts to tell details and/or use sensory details. Some attempts at advanced sentence structure are present.	Journal entries use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
Detail & Elaboration CC ELA - RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences are drawn from the text, including	May have random and/or irrelevant details. Details may be listed with no elaboration. Ideas may not be elaborated, or details are insufficient to support focus. Has a few general references to the text. The journal contains less than the required number of entries.	Includes information and references to text that support the focus and has some elaboration on the details. The journal contains the required numbers of entries.	Entries include a depth of information that supports the focus and elaborate on textual details. Entries make references to the text and may have some direct quotations that support focus. The journal contains the required numbers of entries.
Conventions CC ELA - L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Entries contain many errors of multiple types. These errors interfere with meaning.	Entries may have some grammatical and/or spelling errors, but they do not interfere with meaning.	Entries have few grammatical or spelling errors. Entries demonstrate command of English language conventions.

Total: _____/50

Anchor Texts for the 2025–2026 School Year – Get a Head Start!

As we prepare for the upcoming 2025–2026 school year, we are excited to share a list of texts that will be part of the Pre AP English-I Curriculum. While it is *not required* for students to purchase their own copies, it is **highly recommended**. Having a personal copy allows students to annotate the text, fostering deeper engagement and understanding throughout the year.

Below are the anchor texts, along with the authors and ISBN numbers to assist you in purchasing the correct editions:

1. ***Fences*** by **August Wilson** ISBN: **9780452264014**
2. ***The Nickel Boys*** by **Colson Whitehead** ISBN: **9780345804341**
3. ***Lord of the Flies*** by **William Golding** ISBN: **9780399501487**

Thank you for your continued support in your student's academic journey.