McKinley Technology High School

Summer Reading Assignment English III 2025- 2026 SY

Welcome to English III! This class focuses on preparing you for college-level courses. We explore a wide variety of fiction and non-fiction texts throughout the school year. Enjoy your summer, and we look forward to seeing you prepared and ready to engage critically in the course next school year.

Assignment:
Part I: Read the following text:
Orange, Tommy. There There. Alfred A. Knopf, 2018. (ISBN# 978-0-14-525520375) (Fiction)

- You may pick up a copy of the book from McKinley Tech,
- An electronic copy of the text is available on the school website: https://www.mckinleytech.org/ (McKinley Tech) (under Summer Assignment),
- Access book using this link: https://bit.ly/EngIIISR
- Or You can purchase a hard copy via a local bookstore or Amazon.

Read Orange's text and pay close attention to how he uses narrative techniques, such as setting, persons (characters), dialogue, action, resolution, and theme, to portray his point of view and personal experiences as an urban Native American.

Part II. Double Journal Entry
Complete the following in your journal:

- Provide three quotes for each section of the chapter—(each quote should not exceed three complete sentences)
- Use MLA guidelines for quotes (use quotation marks and a page number.)
- Your analysis IS NOT a summary. It would help if you were making connections, identifying, and analyzing figurative language, commenting on the characters, etc.
- Your analysis for each quote should be a minimum of four (4) sentences.

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

English III

26 August 2025

Textual Evidence	Questions, reactions, observations, and/or discoveries
Exemplar: "In 1621, colonists invited Massasoit, the chief of the Wampanoags, to a feast after a recent land deal. Massasoit came with ninety of his men. That meal is why we still eat a meal together in November. Celebrate it as a nation. But that one wasn't a thanksgiving meal. It was a land-deal meal. Two years later there was another, similar meal meant to symbolize eternal friendship. Two hundred Indians dropped dead that night from an unknown poison" (There There, "Prologue" 8-9).	This section illustrates the outcome of the Native Americans after the arrival of the Pilgrims. The narrator underscores the dramatic irony that highlights the hypocrisy of the Pilgrims who usurped the Native Americans from their land. The narrator denounces the Pilgrims' hegemony over the Native Americans, taking their hospitality as a weakness to undermine their existence. Also, the narrator critiques the ideas of a thanksgiving meal with "rosy" promises to co-exist together that ends on "thorny" promises to expropriate the Native Americans from their land.
Cluster 1: Prologue and Part One: Remain (pp. 3-78) 1. 2. 3.	
Cluster 2: Part Two: Reclaim (pp. 81-155) 1. 2. 3.	
Cluster 3: Part Three: Return (pp. 159-225) 1. 2. 3.	
Cluster 4: Part Four: Pow Pow (pp. 229-end) 1. 2. 3.	

Part III. Due Date

1. Submit your hard copy assignments to your English teacher on September 12, 2025 via 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). The journal entries should be typed.

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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.