McKinley Technology High School

Summer Reading Assignment- Pre-AP English I 2026- 2027 SY

Welcome to Pre-AP English I! This class focuses on preparing you for reading and writing expectations for AP Language, 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 read one text and complete double journal entry.

Assignment:

Part I: Read

1. Read *Piecing Me Together* by Renee Watson. Please feel free to purchase a personal copy, borrow a copy from your local library or use this link access the electronic copy: **bit.ly/ReneeWatsonTECH**

Part II. Double Journal Entry

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

The **left side** of your journal must contain at least **two** pieces of textual evidence **for each chapter set** from the reading with the page number noted. The **right side** can be commentary, which must be a **minimum of three sentences per journal entry**. NOTE: This book has 76 chapters. Please follow the chapter set guidelines on the sample template below.

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 number. 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? **EVERY QUOTE MUST HAVE Its OWN Commentary.** **Remember: A quote is anything written by the author.**

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See sample template below:

Sample Assignment

Sample Student

McKinley Teacher

Pre- AP English I

24 August 2026

Textual Evidence	Questions, reactions, observations, and/or discoveries
Sample: Chapter 40: 1. "I'm stuck wondering if I can truly be friends with someone who doesn't understand what I go through, how I feel" (p. 151). 2. "I'm wondering how choices are made about who gets what and how much they get" (p. 155).	1. It can feel lonely to open up to someone and feel like they don't get me. But I'm starting to realize that people don't have to go through the same things to still care and listen. Even if they don't fully understand, trying still matters. I think real friendship is more about effort than being the same. 2. I sometimes wonder why some people get more opportunities or resources than others. It doesn't always seem fair, and it makes me question how those decisions are made. I think a lot of it depends on things like power, money, or even luck. It makes me realize how important fairness is and how it can affect people's lives in big ways.
Chapter 1-4 **1.** **2.**	
Chapter 5-8 **1.** **2.**	
Chapter 9-12 **1.** **2.**	

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Chapter 13-18 **1.** **2.**	
Chapter 19-23 **1.** **2.**	
Chapter 24- 27 **1.** **2.**	
Chapter 28- 32 **1.** **2.**	
Chapter 33- 38 **1.** **2.**	
Chapter 39- 41 **1.** **2.**	
Chapter 42- 47 **1.** **2.**	
Chapter 48- 53 **1.** **2.**	

Chapter 54- 58 **1.** **2.**	
Chapter 64- 68 **1.** **2.**	
chapter 69- 76 **1.** **2.**	

Part III. Due Date

1. Submit your hard copy assignments to your English teacher on **August 24, 2026**. All assignments must be neatly handwritten.
   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 Assessments category for your first advisory (40% 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