

UNIT 3

Have students read the goals for the unit and mark any words that are unfamiliar to them. Have students add these words to their Classroom Word Wall, along with definitions.

You may also want to post these goals in a visible place in the classroom for the duration of this unit, allowing you and your students to track the goals easily and gauge progress toward achieving goals throughout the unit.

ACADEMIC VOCABULARY

Important terms in this unit are shared with students' vocabulary (these words that are used in multiple curricula areas and literary terms, which are specific to the study of literature and language arts).

Adding to vocabulary knowledge is essential for reading fluency. Students will encounter new vocabulary in this course in multiple ways:

- Academic Vocabulary
- Literary Terms
- Connotation terms in text selections (author glosses)
- Word Connections
- Oral Discussions

Encourage students to keep a Reader/Writer Notebook in which they record new words and their meanings (and pronunciations if needed), having students use word study graphic organizers to study key vocabulary terms in depth will greatly enhance their understanding of new words and their connection to unit concepts and to the broader use of academic terms.

Use the Resources section at the back of this book for examples of graphic organizers suitable for word study. As students become more familiar with using graphic organizers to explore the meanings of a word, you may want them to create their own graphic organizers.

UNIT 3

Choices and Consequences

GOALS

- To use context evidence to interpret academic and literary terms
- To write a literary analysis essay
- To evaluate sources and contribute to study of informational texts
- To create and present a rhetorical research project

ACADEMIC VOCABULARY

connotation

denotation

Literary Terms

imagery
symbol
setting
theme
foreshadowing
point of view

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Springboard English Level Senior Unit 5 Answers

Clifford Lane



Springboard English Level Senior Unit 5 Answers:

Resources in Education ,1989 *Research in Education* ,1973 Senior Scholastic ,1974 **Which Degree Guide** ,2001 Los Angeles Magazine ,1999-07 Los Angeles magazine is a regional magazine of national stature Our combination of award winning feature writing investigative reporting service journalism and design covers the people lifestyle culture entertainment fashion art and architecture and news that define Southern California Started in the spring of 1961 Los Angeles magazine has been addressing the needs and interests of our region for 48 years The magazine continues to be the definitive resource for an affluent population that is intensely interested in a lifestyle that is uniquely Southern Californian

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