

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 not only 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

Contents

Activities

3.1	Formulating the Unit	166
3.2	Reading a Sonnet	167
3.3	Writing a Sonnet	168
	<i>"Sonnet: Sonnet," by Robert Frost</i> <i>Introducing the Sonnet (Poetry of Quotations)</i>	
3.4	There's a New One in Town	172
3.5	Another One, Another Town	173
	<i>"The Sonnet," directed by David Wicking Smith</i>	174
3.6	Oh, Sonnet	180
	<i>Introducing the Sonnet: Writing and Rereading</i>	
3.7	Sonnet 13 Perspectives	183
	<i>Reader Activity: "A surprising role of sonnet helps the poem to unfold"</i>	
3.8	Let's Try Through Sonnet	188
	<i>Introducing the Sonnet: Let's Try</i>	
3.9	Sonnet Sport, Different Subject	191
3.10	Artful Sport	194
3.11	Seeing Is Believing	197
3.12	Conflicts and Consequences	200
3.13	Meaning and Myth	203
	<i>Reader: "The Art of the Sonnet," by R. E. Housman</i>	
3.14	The First Sonnet	206
	<i>Extended Assessment 1: Writing a Literary Analysis Essay</i>	208
3.15	Formulating Extended Assessment 2 and Applying Words That Inspire	211
3.16	Robert Frost's in Hollywood	213
	<i>"The Sonnet," directed by Clint Eastwood</i>	

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Table of Contents Springboard English Level Senior Unit 5 Answers

1. Understanding the eBook Springboard English Level Senior Unit 5 Answers
 - The Rise of Digital Reading Springboard English Level Senior Unit 5 Answers
 - Advantages of eBooks Over Traditional Books
2. Identifying Springboard English Level Senior Unit 5 Answers
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Springboard English Level Senior Unit 5 Answers
 - User-Friendly Interface
4. Exploring eBook Recommendations from Springboard English Level Senior Unit 5 Answers
 - Personalized Recommendations
 - Springboard English Level Senior Unit 5 Answers User Reviews and Ratings
 - Springboard English Level Senior Unit 5 Answers and Bestseller Lists
5. Accessing Springboard English Level Senior Unit 5 Answers Free and Paid eBooks

- Springboard English Level Senior Unit 5 Answers Public Domain eBooks
 - Springboard English Level Senior Unit 5 Answers eBook Subscription Services
 - Springboard English Level Senior Unit 5 Answers Budget-Friendly Options
6. Navigating Springboard English Level Senior Unit 5 Answers eBook Formats
- ePub, PDF, MOBI, and More
 - Springboard English Level Senior Unit 5 Answers Compatibility with Devices
 - Springboard English Level Senior Unit 5 Answers Enhanced eBook Features
7. Enhancing Your Reading Experience
- Adjustable Fonts and Text Sizes of Springboard English Level Senior Unit 5 Answers
 - Highlighting and Note-Taking Springboard English Level Senior Unit 5 Answers
 - Interactive Elements Springboard English Level Senior Unit 5 Answers
8. Staying Engaged with Springboard English Level Senior Unit 5 Answers
- Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Springboard English Level Senior Unit 5 Answers
9. Balancing eBooks and Physical Books Springboard English Level Senior Unit 5 Answers
- Benefits of a Digital Library
 - Creating a Diverse Reading Collection Springboard English Level Senior Unit 5 Answers
10. Overcoming Reading Challenges
- Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Springboard English Level Senior Unit 5 Answers
- Setting Reading Goals Springboard English Level Senior Unit 5 Answers
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Springboard English Level Senior Unit 5 Answers
- Fact-Checking eBook Content of Springboard English Level Senior Unit 5 Answers
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning
- Utilizing eBooks for Skill Development

- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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