12.4.1 End-of-Unit Assessment

**Text-Based Response**

**Your Task:** Rely on your reading and analysis of *A Streetcar Named Desire* and “A Daily Joy to Be Alive” to write a well-developed response to one of the following prompts:

*Prompt #1: What does it mean to be “in the ruins / of new beginnings” (lines 20–21) for the speaker in “A Daily Joy to Be Alive” and a character from* A Streetcar Named Desire*?*

*Prompt #2: To what extent are individuals free to shape their own identities?* *Use evidence from* A Streetcar Named Desire *and “A Daily Joy to Be Alive” to support your argument.*

Your writing will be assessed using the 12.4.1 End-of-Unit Text Analysis Rubric.

**Guidelines**

**Be sure to:**

* Closely read the prompt
* Address all elements of the prompt in your response
* Paraphrase, quote, and reference relevant evidence to support your response
* Organize your ideas in a cohesive and coherent manner
* Maintain a formal style of writing
* Follow the conventions of standard written English
* Review your writing for alignment with all components of the standard your response corresponds to

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| **CCSS:** CCRA.R.9, RL.11-12.2,W.11-12.1.d, e\* or W.11-12.2.a-f\*, L.11-12.1, and L.11-12.2**Commentary on the Task:**This task measures CCRA.R.9 because it demands that students:* Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

This task measures RL.11-12.2 because it demands that students: * Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

This task measures W.11-12.1.d, e\* because it demands that students:* Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	+ Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
	+ Provide a concluding statement or section that follows from and supports the argument presented.

This task measures W.11-12.2.a-f\* because it demands that students:* Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
	+ Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
	+ Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
	+ Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
	+ Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
	+ Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
	+ Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

This task measures L.11-12.1 because it demands that students:* Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

This task measures L.11-12.2 because it demands that students:* Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
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\*The assessed writing standard for this lesson will depend upon the individual student’s selected prompt.