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

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.

  o Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

  o 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.

  o 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.

  o 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.

  o 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.

  o Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

  o Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

  o Provide a concluding statement or section that follows from and supports the information or

*The assessed writing standard for this lesson will depend upon the individual student's selected prompt.