

ZB **Zaner-Bloser**
NEXT GENERATION ASSESSMENT PRACTICE
English Language Arts / Literacy

Student Edition

Grade 2
Narrative

Name _____

Date _____

PART I: Close Reading**Your Task**

You will view two sources about life in the ocean. Then you will answer two questions about what you have learned. Later, in Part 2, you will write a narrative about an imagined ocean dive you take.

Steps to Follow

In order to plan and write your narrative, you will do all of the following:

1. View two sources.
2. Make notes about the information from the sources.
3. Answer two questions about the sources.

Directions for Beginning

You will have 55 minutes to complete Part I. You will now view two sources. Take notes because you may want to refer to your notes while writing your narrative. You can review any of the sources as often as you like. Answer the questions in the spaces provided after them.

Click the image to watch the video.



**Name three sea creatures with tentacles from the video.
Provide two details about each creature you name.**

From

Eugenie Clark: The Shark Lady

Dr. Eugenie Clark saw the shark swimming toward her. It was big enough to swallow her whole. Eugenie could have moved out of the way. But she was too curious. It was a whale shark, the largest known fish in the ocean. It was bigger than a school bus.

Eugenie let the shark come very close to her. Then she grabbed onto its dorsal fin, which stuck up from its back. She held on tight. The shark took her for a ride!

Eventually, Dr. Clark had to return to land. She had work to do. She was a famous ocean scientist.

Eugenie Clark was born in New York City in 1922. She learned to swim when she was just two years old. Her Japanese mother served sashimi for dinner. Sashimi is raw fish. Eugenie first learned about fish by eating them!

After school each day, Eugenie went to the New York Aquarium. She got to know the fish

so well that she began giving tours. She told visitors about the fish.

Young Eugenie had her own fish tanks, too. She spent most of her time watching her fish. She wrote down their scientific names. By the time she graduated from high school, Eugenie knew what she wanted to be: an ichthyologist! Ichthyologists are scientists who study fish.

Eugenie went to Hunter College in New York. She was so smart and curious that other scientists wanted to work with her. The Scripps Institute of Oceanography in California asked Eugenie to work with them. Scripps was the most important place for fish scientists to work.

At Scripps, Eugenie learned how to scuba dive. Scuba divers breathe air through a tube that connects to a tank of oxygen. They can swim deep and explore the ocean. This became Eugenie's favorite way to study fish.

Continued 

During the next year, the United States Navy asked Eugenie to study fish in the South Seas. She spent most of her time in Palau, a tiny island in the Pacific Ocean. There, she collected hundreds of fish to study. A great diver named Siakong was her guide.

Once, Siakong showed Eugenie a giant clam on the ocean floor. The mouth of this clam was four feet long. Eugenie thought it was a rock. She leaned her arm against the clam. It began to close its mouth on her arm! She pulled free just in time.

In 1951, Eugenie Clark became Dr. Eugenie Clark. She achieved her dream. She had become an ichthyologist! Just two years later, Dr. Clark published her first book, *Lady with a Spear*. It was about her time in the South Seas.

In 1955, Eugenie moved to Florida. Some people there wanted her to open a laboratory. The Cape Haze Marine Laboratory began with one building, one boat, and no fish. Eugenie would have to find them on her own.

Eugenie and her lab workers took the boat out every day. They fished for everything they could find.

They found small fish, medium fish, and big fish. And they found lots of sharks.

In the 1950s, no one had ever studied a live large shark. Eugenie would be the first. She built a pen for her sharks. She watched how they acted. She did experiments to see how smart they were. What she found surprised her.

The sharks were smart! They could tap their nose against a target to ask for food.

Eugenie felt very comfortable swimming with the sharks. She was never bitten by a shark, but she was hurt by a shark's jaw. She was driving her car. She was taking the jaws to show a class of students. During a sudden stop, the jaws flew forward and cut her arm.

She says that sharks are not very dangerous animals. "If one takes the time to study and get to know them . . . it is far safer to swim with these animals than to drive on an average street," she said.

From *Eugenie Clark: The Shark Lady* by Peter McDonnell.
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Describe the work Dr. Clark does as an ichthyologist. Provide three details from the text.

PART 2: Writing to Multiple Sources

You will now have 70 minutes to review your notes and sources, plan, draft, and revise your narrative. You may use your notes and refer to the sources. You may also refer to the answers you wrote to questions in Part I, but you cannot change those answers. Now read your assignment and the information about how your narrative will be scored; then begin your work.

Your Assignment

Imagine you went on a dive with Dr. Eugenie Clark. Think about the descriptive details you might use, such as visiting interesting shipwrecks or seeing different kinds of sea animals. Your assignment is to write a narrative on this topic. Describe an imagined experience or a series of experiences using information from the sources you have viewed. Discuss the reason for the dive, what you saw, and your thoughts and feelings about the experience. Use sequence words to explain the order of events. Make sure to finish your story in an interesting way. The audience for your narrative will be a scientist who works at an aquarium.

Narrative Scoring

Your narrative will be scored on the following criteria:

Continued



Narrative Scoring (continued)

1. **Focus and organization**—How well did you describe an imaginary situation? How well did you use sequence words to explain the order of events? Did you make the ending satisfying and interesting to the reader?
2. **Elaboration of experiences/events**—How well did you develop the topic with facts, definitions, and details?
3. **Conventions**—Did you check your punctuation, capitalization, and spelling?

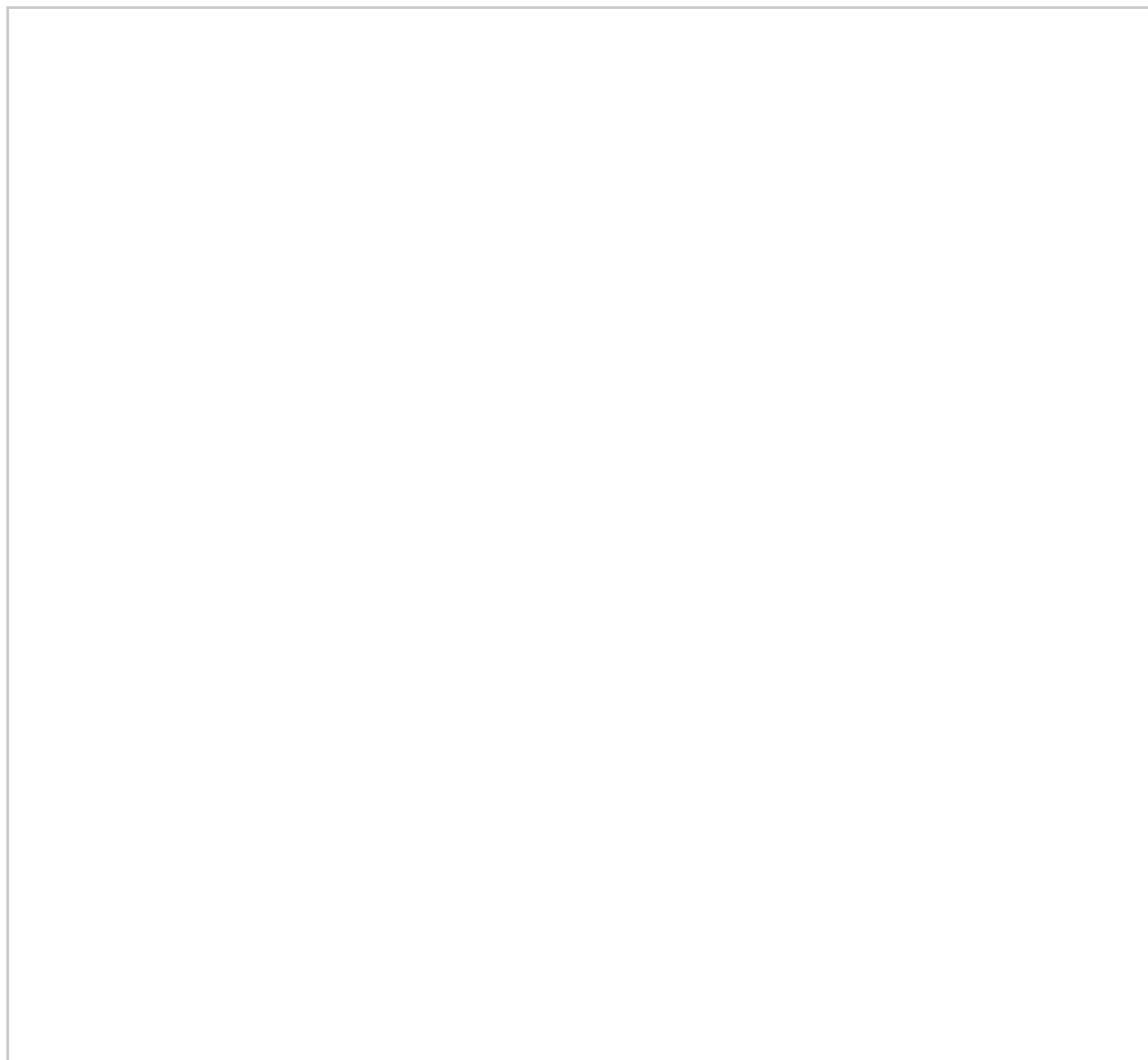
Now begin work on your narrative. Manage your time carefully so that you can:

- plan your narrative
- write your narrative
- revise and edit for a final draft

Spell check is available to you.

Type your response in the space provided on the following page. Write as much as you need to fulfill the requirements of the task; you are not limited by the size of the response area on the screen.

Type your response below.



Go to the next
page if you need
more space.



Continue your response below.

