

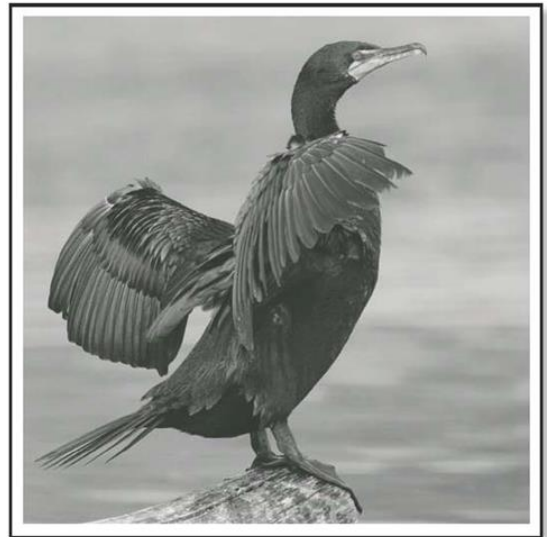
Unit 2 Assessment

For much of history, people have used animals to aid in hunting and gathering. In certain parts of Asia, a bird has helped its human partners catch fish.

Cormorant Fishing in Japan

A Fish Bird

When you think of fishing, you probably imagine standing by a river with a rod and reel. However, there is more than one way to catch a fish. Have you ever heard of anyone using a bird to catch fish? A bird called a cormorant has been used for centuries to catch fish in certain areas of Japan and China.



The cormorant is a large water bird. Its long, thin neck makes it look something like a reptile. You can often see it standing with its wings held out to dry. This fascinating bird is skillful at catching fish. It is able to dive underwater and stay there for long periods of time. While underwater, it searches for fish, which it catches in its long, hooked beak before returning to the surface.



The Fishing Process

Cormorant fishing in Japan has not changed much since its beginnings about 1,300 years ago. The birds are captured and carefully trained for their job. The owners feed and house the cormorants. The birds are very well treated their entire lives, almost like family. This is evident in how long the birds live. While a wild cormorant lives only about four years, the tame bird has a life span of up to twenty years. With time, a relationship develops between owner and bird.



The fishing process is actually fairly simple. Accompanied by one or more birds, the owner paddles out on the water in a boat or raft. A band is tied around each cormorant's slender neck so that it cannot swallow a decent-sized fish. This does not injure the bird, which is still able to swallow smaller fish. The owner then releases the cormorant into the water to search for fish. The bird's throat can hold up to six fish. When its throat is full of fish, the bird returns to the owner, who removes the fish and drops them into a basket. The bird is then released once again to catch more fish.

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Directions: Answer the following questions. You may look back at the selection as often as needed.

1. What is the main idea of the story?

- (a) The cormorant is a large water bird, with a long, thin neck.
- (b) A band is tied around each cormorant's slender neck so that it cannot swallow a decent-sized fish.
- (c) People in certain parts of Asia use cormorant birds to help them catch fish.

2. What detail helped to determine the main idea of this selection?

- (a) A wild cormorant lives about four years, the tame bird has a life span of up to twenty.
- (b) Cormorants have been used for centuries to catch fish in areas of Japan and China.
- (c) When its throat is full of fish, the bird returns to the owner, who removes the fish.

3. How does the bird catch the fish?

- (a) It dives into the water and catches fish with its sharp claws.
- (b) It dives into the water and catches fish in its throat.
- (c) It dives into the water to lure the fish into the net.

4. What is the author's purpose in writing this story?

- (a) to entertain
- (b) to inform
- (c) to persuade

Fishing Fun

Calvin glanced over his shoulder. A boy stood there, a fishing rod in one tanned hand and a pail in the other. The boy, who was thin and wiry and blond, had a healing scrape on one knee. When he came closer, Calvin could see that they were exactly the same height. Except for his plaid shirt, cut off at the elbows, he would have fit right into Calvin's gang of pals.



"Come down to fish?" he asked Calvin. "Fishing's good around here."

"What can you catch?" Calvin asked him.

"Perch, or trout, if you're lucky." He removed a small container from his pocket and fastened something orange to the hook at the rod's end. "Bait," he explained. Calvin guessed the boy could tell that he didn't know much about fishing. He didn't seem to mind explaining, though.

"See, you got to know which kind of bait a fish likes. The trout seem to like cheese. Now, watch me cast." The boy expertly flicked his wrist, and his line shot out into the water.

"Hey, cool!" Calvin watched every move the boy made. When there was a tug on the line, the boy rapidly turned the small handle on the rod and reeled in a smallish striped fish.

"Perch," he commented. He unhooked the flopping fish and slid it into his pail. "Like to have a try?"

He handed the rod to Calvin and began coaching him. Fishing was harder than the boy, whose name turned out to be Johnny, had made it seem. It was not easy to get the knack of casting, but after a few tries, Calvin got better at it. The sun was high in the sky when they rested the reel against a tree and ate the apples and sandwiches Calvin's mother had packed for his picnic lunch. Johnny was easy to talk to. Calvin found himself telling all about life in the city. Johnny seemed to find it all pretty interesting; he sat with his head cocked to one side, his gray eyes thoughtful.

At last, Calvin's new friend stood up and pointed in the direction of the dusty road. "I need to go home now. See you tomorrow? I'll bring some more bait. Worms are good, too, you know."

Calvin watched Johnny stride down the road, fishing rod over one shoulder, bucket sloshing. When he disappeared from sight, Calvin turned back to gaze into the lake. Then he got down on his knees and started searching for worms.

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Directions: Answer the following questions. You may look back at the selection as often as needed.

5. Who acted as a teacher in this story?
 - (a) Calvin
 - (b) Calvin's dad
 - (c) Johnny

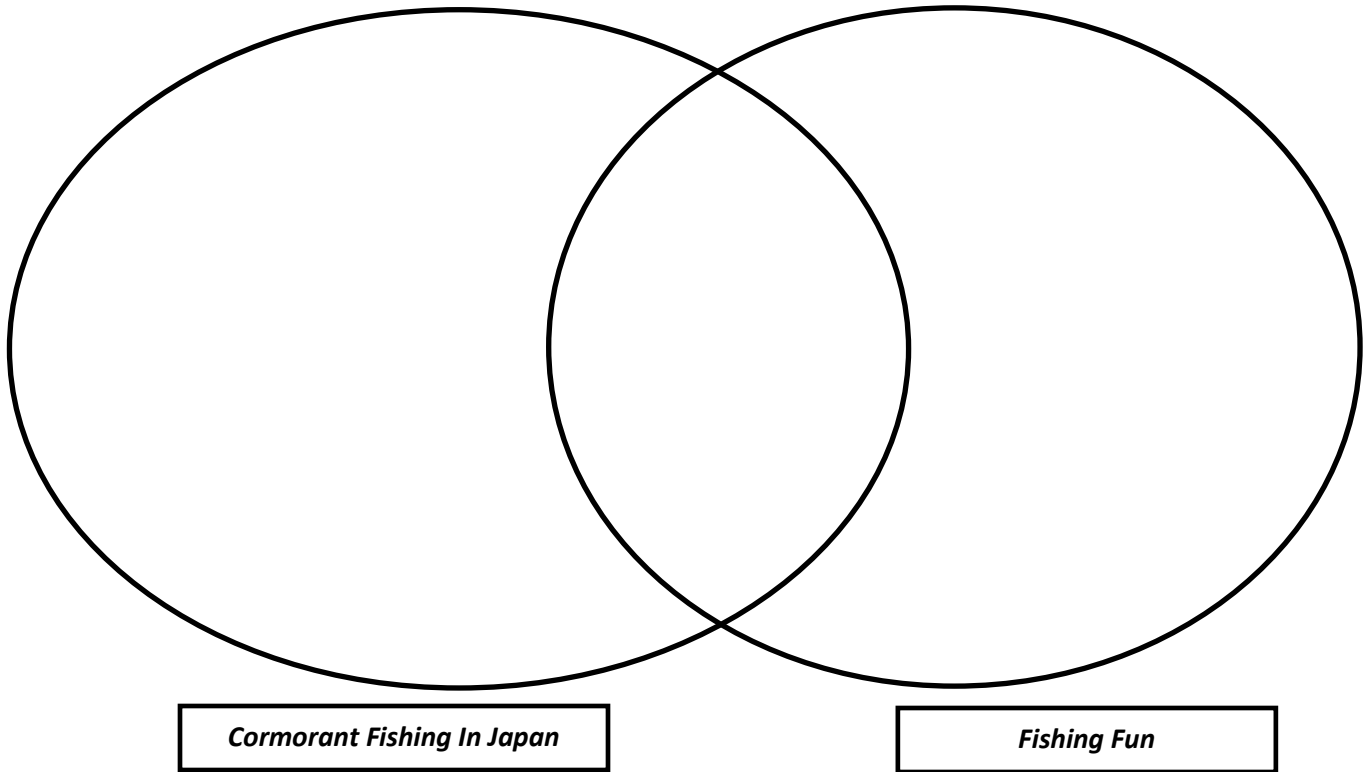
6. Why did the boy use cheese as bait?
 - (a) The fish seemed to like it.
 - (b) It was leftover from lunch.
 - (c) He ran out of worms.

7. What is the major difference between Calvin and Johnny?
 - (a) Calvin is not willing to try new things and Johnny is willing.
 - (b) Calvin is a good fisherman and Johnny is not.
 - (c) Calvin is from the city and Johnny is from the country.

8. Why is fishing difficult for Calvin?
- (a) It was his first time trying since he is from the city.
 - (b) He is afraid to put the bait on the hook.
 - (c) He is afraid of water and doesn't like to fish.
9. What details from the story helped to show that fishing was difficult for Calvin?
- (a) "It was not easy to get the knack of casting."
 - (b) "He handed the rod to Calvin and began coaching him."
 - (c) "The boy expertly flicked his wrist, and his line shot out into the water."
10. Which of the following is the most important idea shared by **both** selections?
- (a) Fishing is a good activity to share with friends.
 - (b) Birds are important to fisherman in Japan.
 - (c) Sometimes people need help catching fish.

11.Fill in the Venn Diagram. Use the words and phrases from the word bank and insert them in the proper place.

Each part of the diagram should have 3 words/phrases from the word bank.



- | Word Bank |
|--|
| <ul style="list-style-type: none">• setting is on or near the water• countryside• nonfiction• fishing took place• used a rod to fish• Japan• fiction• used a bird to fish• received help to fish |

12. Which sentence demonstrates correct grammar and usage?

- (a) She is the bigger child in the whole school.
- (b) He was the smartest boy in the class.
- (c) He couldn't be tallest than his friend.

13. Identify the **adverb** in the sentence below.

Johnny ran quickly to the beautiful girl.

- (a) beautiful
- (b) quickly
- (c) ran.

14. Which word is **not** a noun?

- (a) fish
- (b) fishing
- (c) fisherman

15. In which sentence is the adjective used correctly?

- (a) Daniel is the **taller** child in the whole school.
- (b) Daniel is **fastest** than Joe.
- (c) Joe is the **youngest** boy on the team.

16. What part of speech is the underlined word?

"The birds are captured and carefully trained for their job."

- (a) Adverb
- (b) Noun
- (c) Verb

17. Which sentence below is a complete sentence?

- (a) Under the table.
- (b) Next to the library.
- (c) The fish swam.

18. Is the underlined word an adverb or adjective?

This **fascinating** bird is skillful at catching fish.

- (a) Adverb
- (b) Adjective

Assessment Breakdown

	Answer	CCSS	DOK Level	Skill
1	C	RI.3.2	3	Draw Conclusions
2	B	RI.3.2	3	Cite Textual Evidence
3	B	RI.3.1	1	Retell
4	B	RI.3.6	2	Infer
5	C	RL.3.1	1	Retell
6	A	RL.3.1	1	Retell
7	C	RL.3.1	1	Retell
8	A	RL.3.1	1	Retell
9	A	RL.3.1	2	Distinguish
10	C	RI.3.9	3	Compare
11	Venn	RI.3.9	3	Compare
12	B	L.3.1g	3	Use Concepts
13	B	L.3.1g	3	Use Concepts
14	B	L.3.1a	1	Identify
15	C	L.3.1g	3	Use Concepts
16	C	L.3.1a	1	Identify
17	C	L.3.1e	1	Identify
18	B	L.3.1a	1	Identify

