

Grade 5

Unit 5

The Deep Blue World: Oceans

Activity Book

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NAME: _____

DATE: _____

1.1

Activity Page

Characteristics of Ocean Ecosystems

Using information from Life in the Fathoms, record characteristics of the ocean biome. Sort these characteristics by those that are similar between ocean ecosystems and those that describe unique characteristics of an ocean ecosystem.

- Refer back to the text as needed.
- Remember to put direct quotes (exact words from the text) in quotation marks. You may also paraphrase, or put information from the chapter in your own words.
- Record notes only. Complete sentences are not needed and will use up too much space

Similar Characteristics of Ocean Ecosystems	Unique Characteristics of Ocean Ecosystems	
	coral reef	
	mangrove forest	

Similar Characteristics of Ocean Ecosystems	Unique Characteristics of Ocean Ecosystems	
	estuary	
	kelp forest	
	open ocean	
	deep ocean	

Writing About Food Webs

Using information from Life in the Fathoms, take notes on the graphic organizer below.

Chapter 2 Notes	
Main Ideas	Details

Main Ideas	Details

NAME: _____

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2.1
CONTINUED

Activity Page

Main Ideas	Details

Using the notes above, write an informational paragraph about food webs.
Please include:

- a simple of a food web,
- the different levels of a food web, using the new vocabulary, and
- examples of animals at each food web level.

NAME: _____

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2.2

Activity Page

Revising and Editing Checklist

Revision Checklist		
Sentence Variety	☐ Do most of your sentences sound different? ☐ Check that they are all on topic.	☐ Are your sentences made up of mostly the same words and phrases? ☐ Substitute new words and phrases to avoid repetition.
Clarity	☐ Will your reader understand your ideas? ☐ Check that your supporting details explain the topic.	☐ Will your reader understand your words? ☐ Explain words that only relate to your topic and aren't used in everyday speech.
Editing Checklist		
Capitalization	☐ Are proper nouns and the start of each sentence capitalized?	
Punctuation	☐ Does each sentence end in punctuation?	
Spelling	☐ Are all your words spelled correctly?	

NAME: _____

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2.3

Activity Page

Spelling Words and Definitions

Spelling Words

The following is a list of spelling words. These words are content words related to Life in the Fathoms.

During Lesson 11, you will be assessed on how to spell these words. Practice spelling the words by doing one or more of the following:

- Spell the words out loud.
- Write sentences using the words.
- Copy the words onto paper.

When you practice spelling and writing the words, remember to pronounce and spell each word one syllable at a time.

1. adaptation

6. absorb

2. conservation

7. effective

3. function

8. symbiotic

4. extension

9. ecosystem

5. extract

10. organism

The following chart provides the meanings of the spelling words. You are not expected to know the word meanings for the spelling assessment but it may be helpful to have them as a reference as you practice spelling the words.

Spelling Word	Definition
adaptation	a characteristic that adjusts to the environment or situation
conservation	the protection of species and their environments
function	the use something is made for
extension	an additional amount of length in time or space
extract	to take out
absorb	to take in
effective	working well, as intended
symbiotic	a close, cooperative relationship
ecosystem	a system formed by the interaction of communities of organisms with their environments
organism	living structures made up of systems working together

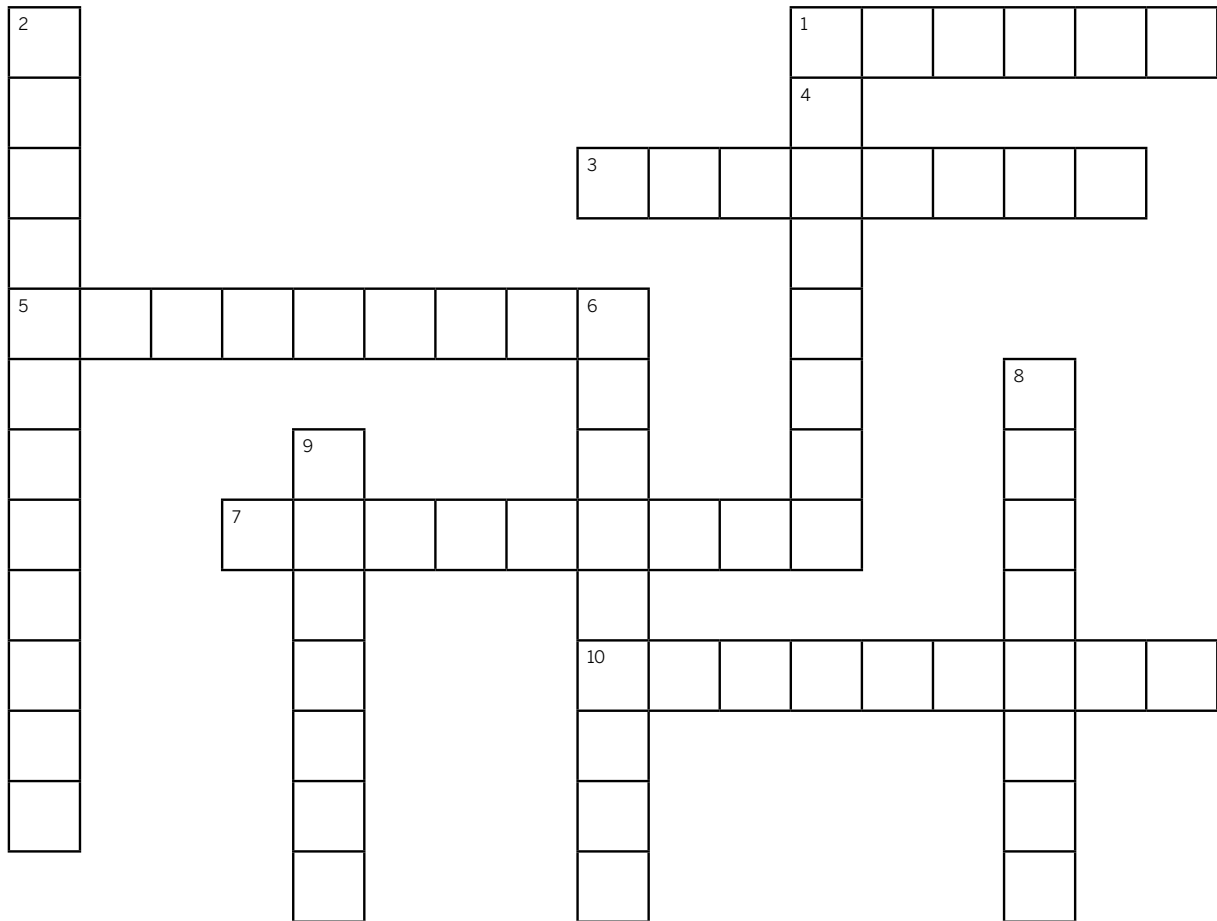
NAME: _____

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2.4

Activity Page

Spelling Word Crossword Puzzle



Definition

ACROSS	DOWN
2. the protection of species and their environments	1. to take in
4. a characteristic that adjusts to the environment or situation	3. living structures made up of systems working together
5. working well, as intended	6. a system formed by the interaction of communities of organisms with their environments
7. an additional amount of length in time or space	8. the use something is made for
9. to take out	10. a close, cooperative relationship

NAME: _____

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3.1

Activity Page

In the Zone Flowchart

Ocean Zone: _____		
Ecosystem characteristic _____ _____ _____	→	Corresponding animal characteristic or behavior _____ _____ _____
Ocean Zone: _____		
Ecosystem characteristic _____ _____ _____	→	Corresponding animal characteristic or behavior _____ _____ _____ _____
Ecosystem characteristic _____ _____ _____	→	Corresponding animal characteristic or behavior _____ _____ _____

NAME: _____

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4.1

Activity Page

Two-Source Paragraph

Use information recorded on the “In the Zone” Flowchart to write a complete five to eight sentence paragraph that uses information from at least two texts from Life in the Fathoms. A complete paragraph contains:

- *a topic sentence that introduces the main idea,*
- *several detail sentences that support the main idea, and*
- *a conclusion sentence that restates the main idea.*

Your paragraph should answer the following question:

Select an animal from chapter 3 or 4 in *Life in the Fathoms*. How does your chosen animal’s adaptations help it survive in the ocean zone where it lives?

DATE: _____

Activity Page

- Use the information from the texts to plan your writing about the important work of marine biologists.
- **Gather information** from both chapter 5 texts:
 - ñ Text 1. “Marine Biologists”
 - ñ Text 2. “Joan Murrell Owens: A Marine Biologist Who Broke Barriers”

The Main Idea You Are Explaining (Your Words)		Supporting Details from the Texts (Quotations or Paraphrasing)	
Who?			
Text 1.	Text 1.	Text 2.	
Text 2.			
What (is the accomplishment)?			
Text 1.	Text 1.	Text 2.	
Text 2.			

NAME: _____

DATE: _____

5.2

Activity Page

Marine Biology Accomplishments Paragraph

- ***Draft a five to eight sentence paragraph*** responding to the writing prompt below. Use information from your paragraph planning page in your paragraph.

Write an informative paragraph about the important work done by marine biologists.

- After drafting, ***use the checklist*** to make your paragraph as clear as possible for your reader. Consider:

ñ *Can this information be understood without reading the texts?*

ñ *Is any special vocabulary explained with examples?*

ñ *Are the sentences long enough to explain, but not too long to understand?*

Include transition words and phrases, as needed.

- On your own or with a partner, ***check that your final work*** contains:

ñ *all parts of a paragraph*

ñ *information that is clear to the reader*

NAME: _____

DATE: _____

5.3

Activity Page

Spelling Sort and Practice

Read the list of spelling words. Notice the similarities in the spelling patterns of some words in the list. Sort the list into two categories. In the space provided, explain what spelling patterns each group has in common.

adaptation

extension

effective

ecosystem

conservation

extract

symbiotic

function

absorb

organism

Explain what the words in each group have in common in the space below.

Group 1	Group 2

Group 1:

Group 2:

Practice writing each spelling word from the list in a sentence. Check that the word is spelled correctly and makes sense in the sentence you create. Refer to the spelling word definitions on Activity Page 2.3, as needed.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

NAME: _____

DATE: _____

6.1

Activity Page

Spelling Assessment

Write the spelling words as your teacher calls them out.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Write the spelling words as your teacher calls them out.

NAME: _____

DATE: _____

Chapter 6 Notes

Main Idea	Details

NAME: _____

DATE: _____

6.3

Activity Page

Paragraph Planning Page: Kelp Forests and Coral Reefs

- Read the prompt and **gather information** from chapter 6 text “Kelp Forests and Coral Reefs” to use in your response.
- **Include key vocabulary** from the text in your notes. Use bold font to help you identify these important words when filling in your notes below.

Describe the unique characteristics of **kelp forests and coral reefs**, including its **zone**, the **biotic and abiotic factors** and the **organisms** that live there.

Supporting Details from the Text (Quotations or Paraphrasing)		
Kelp Forest Characteristics (including zone location)		
Kelp Forest Biotic and Abiotic Characteristics		
Kelp Forest Organisms		

Coral Reef Biotic and Abiotic Characteristics		
Coral Reef Organisms		

--	--	--

Coral Reef Organisms		

--	--	--

NAME: _____

DATE: _____

6.4

Activity Page

Ocean Ecosystem Characteristics: Kelp Forests and Coral Reefs Paragraphs

- **Draft at least two paragraphs** responding to the prompt below.
Use information from your paragraph planning page in your writing.
Describe the unique characteristics of kelp forests and coral reefs, including zone, the biotic and abiotic factors and the organisms that live there.
- As you draft, **include vocabulary from the text** in your explanations.
- After drafting, **use the checklist** to make your paragraph as clear as possible for your reader. Consider:
 - ☐ Can this information be understood without having read these texts?
 - ☐ Is any special vocabulary explained with examples?
 - ☐ Are the sentences long enough to explain, but not too long to understand?
Include transition words and phrases, as needed.
- On your own or with a partner, **check that your final work contains:**
 - ☐ all parts of a paragraph
 - ☐ information that is clear to the reader

[illegible]

NAME: _____

DATE: _____

Chapter 7 Notes

Main Idea	Details

NAME: _____

DATE: _____

7.2

Activity Page

Spelling Words and Definitions

Spelling Words

The following is a list of spelling words. These words are content words related to Life in the Fathoms. During Lesson 11, you will be assessed on how to spell these words. Practice spelling the words by doing one or more of the following:

- Spell the words out loud.
- Write sentences using the words.
- Copy the words onto paper.

When you practice spelling and writing the words, remember to pronounce and spell each word one syllable at a time.

- | | |
|------------------|------------------|
| 1. biotic | 6. rigid |
| 2. debris | 7. biologist |
| 3. microorganism | 8. chemical |
| 4. clarity | 9. biodegradable |
| 5. crevice | 10. entangle |

The following chart provides the meanings of the spelling words. You are not expected to know the word meanings for the spelling assessment but it may be helpful to have them as a reference as you practice spelling the words.

Spelling Word	Definition
biotic	connected to living things
debris	parts of something that has broken down
microorganism	an organism that is too small to be seen without a microscope
clarity	the characteristic of being clear or transparent
crevice	a narrow opening or crack
rigid	to take in
biologist	someone who studies living organisms
chemical	a close, cooperative relationship
biodegradable	the ability to break down over time in nature
entangle	became tangled or wrapped up

NAME: _____

DATE: _____

7.3

Activity Page

Paragraph Planning Page: Estuaries and Mangrove Forests

- Read the prompt and **gather information** from chapter 7 text “Estuaries and Mangrove Forests” to use in your response.

Explain why estuaries and mangrove forests are unique to their geographic location.

Supporting Details from the Text (Quotations or Paraphrasing)
Estuary Characteristics (Remember to mention where these characteristics are found in the world.)
Mangrove Forest Characteristics (Remember to mention where these characteristics are found in the world.)
Unique Estuary Locations (Include WHY they are unique.)
Unique Mangrove Forest Locations (Include WHY they are unique.)

NAME: _____

DATE: _____

7.4

Activity Page

Special Places: Estuaries and Mangrove Forests Around the World

- **Draft at least two five to eight sentence paragraphs** responding to the prompt below. Use information from your paragraph planning page in your paragraph.

Explain why estuaries and mangrove forests are unique to their geographic location.

- As you draft, **include vocabulary from the text** in your explanations.
- After drafting, **use the checklist** to make your paragraph as clear as possible for your reader. Consider:
 - ñ Clarity: Have you explained the information?
 - ñ Vocabulary: Have you included key words and phrases?
 - ñ Verb Tense: Do your verbs match the time you are discussing?
- On your own or with a partner, **check that your final work** contains correct spelling, capitalization, and punctuation.

[illegible]

NAME: _____

DATE: _____

Chapter 8 Notes

Main Idea	Details

NAME: _____

DATE: _____

8.2

Activity Page

Paragraph Planning Page: Open Ocean and Deep Sea

- Read the prompt and **gather information** from chapter 8 text “The Open Ocean and Deep Sea” to use in your response.

Describe the unique characteristics of the open ocean and deep sea, including their distinguishing abiotic factors and how those factors impact the organisms that live there.

- After recording your information, underline key vocabulary from the text.

Supporting Details from the Text (Quotations or paraphrasing)		
Open Ocean: Unique Characteristics		
Open Ocean: Abiotic Factors		
Open Ocean: Organisms		

Supporting Details from the Text (Quotations or paraphrasing)		
Deep Sea: Unique Characteristics		
Deep Sea: Abiotic Factors		
Deep Sea: Organisms		

NAME: _____

DATE: _____

8.3

Activity Page

The Open Ocean and Deep Sea

- ***Draft at least two five to eight sentence paragraphs*** responding to the prompt below. Use information from your paragraph planning page in your paragraph.

Describe the unique characteristics of the open ocean and deep sea, including their distinguishing abiotic factors and how those factors impact the organisms that live there.

- As you draft, ***include vocabulary from the text*** in your explanations.
- After drafting, ***revise your paragraph*** to make it as clear as possible for your reader. Consider:
 - ☐ Clarity: Have you explained the information?
 - ☐ Vocabulary: Have you included key words and phrases?
 - ☐ Verb Tense: Do your verbs match the time you are discussing?
 - ☐ Sentence Structure: Do you have a variety of long and short sentences?
- On your own or with a partner, ***check that your final work*** contains correct spelling, capitalization, and punctuation.

[illegible]

NAME: _____
DATE: _____

Chapter 9 Notes

Main Idea	Details

NAME: _____

DATE: _____

9.2

Activity Page

Paragraph Planning Page: Your Turn

- Read the prompt and **gather information** from chapter 9 text “Sharing the Seas” to use in your response.

Select an important part of Leena Jung’s work.

Describe the work and its importance to the ocean ecosystem of her area.

- Fill in the main ideas you want to include to organize your response in the left column.
- Fill in details from the text to support main ideas in the right column.

The Main Idea You Are Explaining (Your Words)	Supporting Details from the Text (Quotations or Paraphrasing)	

NAME: _____

DATE: _____

9.3

Activity Page

A Day in the Life: Important Work in the Ocean

- **Draft a five to eight sentence paragraph** responding to the prompt below.
Use information from your paragraph planning page in your paragraph.
Select an important part of Leena Jung's work.
Describe the work and its importance to the ocean ecosystem of her area.
- As you draft, **include vocabulary from the text** in your explanations.
- After drafting, **revise your paragraph** to make it as clear as possible for your reader. Consider:
 - ☐ Clarity: Have you explained the information?
 - ☐ Vocabulary: Have you included key words and phrases?
 - ☐ Verb Tense: Do your verbs match the time you are discussing?
 - ☐ Sentence Structure: Do you have a variety of long and short sentences?
- On your own or with a partner, **check that your final work** contains correct spelling, capitalization, and punctuation.

[illegible]

NAME: _____

DATE: _____

9.4

Activity Page

Practice Spelling Words

Write the correct word to complete each sentence. Words will not be used more than once.

adaptation	extract	ecosystems
conservation	absorb	organisms
function	effective	
extension	symbiotic	

1. The teacher granted a one day _____ for the homework assignment.
2. Bioluminescence is a useful _____ for marine creatures in dark water.
3. The main _____ of fins is to move fish through the water.
4. Some marine biologists focus on the _____ of endangered ocean habitats.
5. Coral can _____ minerals from the water to make its hard skeleton.
6. They can _____ important information about the ocean from samples of the water.

7. The clownfish and anemone have a _____ relationship that benefits them both.
8. Both land and sea _____ live in a mangrove forest.
9. Estuaries are unique _____ where a mix of salt and fresh water can be found.
10. Diving in pairs is an _____ way marine biologists stay safe in the ocean.

NAME: _____

DATE: _____

9.4
CONTINUED

Activity Page

TR Discussion Rubric**Grade 5 Speaking and Listening Rubric: Discussion**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b) Follow agreed-upon rules for discussions and carry out assigned roles.
- c) Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d) Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

	Advanced	Proficient	Basic
Ideas	The student consistently and eagerly participates in a range of collaborative discussions without prompting.	The student participates in a range of collaborative discussions without prompting.	The student does not participate in a range of collaborative discussions or participates only with prompting or additional support, such as sentence starters.
Organization	The student demonstrates preparation by making meaningful reference to the required material and other information to probe or reflect on ideas under discussion.	The student demonstrates preparation by referencing the required material and other information to explore ideas under discussion.	The student does not demonstrate preparation by referencing the required material to explore ideas under discussion.

Conventions	The student follows agreed-upon rules for discussion, carries out assigned roles, and helps define individual roles as needed.	The student follows agreed-upon rules for discussion and carries out assigned roles.	The student does not follow agreed-upon rules for discussion and/or does not carry out assigned roles.
Flow of Conversation	The student does all of the following: • makes comments that contribute to the discussion • elaborates on others' remarks • makes comments that contribute to the topic, text, or issue under discussion	The student does both of the following: • makes comments that contribute to the discussion • elaborates on others' remarks • makes comments that contribute to the topic, text, or issue under discussion	The student does both of the following: • makes comments that contribute to the discussion • elaborates on others' remarks
Asking Questions	The student asks and responds to specific questions with elaboration and detail to clarify or follow up on information.	The student asks and responds to specific questions to clarify or follow up on information.	The student does not ask and respond to specific questions to clarify or follow up on information.
Explaining Ideas	The student reviews key ideas, demonstrates understanding of multiple perspectives, and draws conclusions in light of the discussion.	The student reviews key ideas and draws conclusions in light of the discussion.	The student does not review key ideas and draw conclusions in light of the discussion.

NAME: _____

DATE: _____

Chapter 10 Notes

Main Idea	Details

NAME: _____

DATE: _____

10.2

Activity Page

Outline: Gyres

- Read the prompt and **gather information** from both chapter 10 texts to use in your response.

~~~~~  
*Explain a strategy to help solve the problem of garbage patches in ocean gyres.*  
~~~~~

Outline Template:

- Fill in the spaces below with key words and phrases to plan your response. You will write in full sentences in the next step, drafting.

Introduction Paragraph

Topic Sentence: _____

Introduction detail sentence 1: _____

Introduction detail sentence 2: _____

Body Paragraph

Main Idea Sentence: _____

Supporting detail sentence 1: _____

Supporting detail sentence 2: _____

Supporting detail sentence 3: _____

Supporting detail sentence 4: _____

Conclusion Paragraph

Main Idea Sentence: _____

Conclusion detail sentence 1: _____

Conclusion detail sentence 2: _____

NAME: _____

DATE: _____

10.3

Activity Page

What to do? Garbage in Ocean Gyres

- **Organize a three paragraph response** to the prompt below using information gathered on your **paragraph planning page**. **Fill in the outline template** provided to help you.
- **Draft your three paragraph response**. Each paragraph should contain three to six sentences. **Use your outline** to guide your writing.

Explain a strategy to help solve the problem of garbage patches in ocean gyres.

- As you draft, **include vocabulary from the text** in your explanations.
- After drafting, **use the checklist** to make sure your writing is as clear as possible for your reader. Consider:
 - ☐ Clarity: Have you explained the information?
 - ☐ Vocabulary: Have you included key words and phrases?
 - ☐ Verb Tense: Do your verbs match the time you are discussing?
 - ☐ Sentence Structure: Do you have a variety of long and short sentences?
- On your own or with a partner, **check that your final work** contains correct spelling, capitalization, and punctuation.

[illegible]

NAME: _____

DATE: _____

10.4

Activity Page

Practice Spelling Words

Write the correct word to complete each sentence. Words will not be used more than once.

chemical	crevice	microorganism
biodegradable	rigid	clarity
biotic	biologist	
debris	entangle	

1. Colorful fish are some of the _____ life found in coral reefs.
2. After a storm, the beach was littered with _____ washed up by the waves.
3. _____, like plankton and bacteria, form the base of many ocean food chains.
4. The water with good _____ allows snorkelers to see marine life more easily.
5. An octopus may hide in a _____ between rocks on the ocean floor.
6. Many coral species have a _____ skeleton.

7. The marine _____ spent years studying organisms in their natural ocean habitats.
8. Some species of algae in the ocean produce _____ that change the color of the water.
9. The _____ sunscreen won't harm the ocean life if it washes off in the water.
10. Dolphin-safe nets prevent the animals from becoming _____ in them.

NAME: _____

DATE: _____

11.1

Activity Page

Spelling Assessment

Write the spelling words as your teacher calls them out.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Write the spelling words as your teacher calls them out.

NAME: _____

DATE: _____

11.2

Activity Page

Discussion Questions: Chapters 11, 12, 13

Discussion Questions: Chapter 11

Organisms of the Coral Reef:

What are some examples of organisms found in a coral reef? _____

How do these organisms find energy or food in the coral reef ecosystem?

Organisms of the Kelp Forest:

What are some examples of organisms found in a kelp forest? _____

How do these organisms find energy or food in the kelp forest ecosystem?

Discussion Questions: Chapter 12

Organisms of the Puget Sound:

What are some examples of organisms found in an estuary, such as Puget Sound? _____

How do these organisms find energy or food in Puget Sound? _____

Organisms of the Guianan Mangroves:

What are some examples of organisms found in a mangrove forest, such as the Guianan Mangroves? _____

How do these organisms find energy or food in the Guianan Mangroves? _____

Will organisms in other estuaries and mangrove forests be the same as the examples from Puget Sound and the Guianan Mangroves? Why or why not?

NAME: _____

DATE: _____

11.2
CONTINUED

Activity Page

Discussion Questions: Chapter 13

Organisms of the Deep Sea:

What are some examples of organisms found in the deep sea? _____

How do these organisms find energy or food in the deep sea ecosystem?

Organisms of the Open Ocean:

What are some examples of organisms found in the open ocean? _____

How do these organisms find energy or food in the open ocean ecosystem?

NAME: _____

DATE: _____

11.3

Activity Page

Animal and Ecosystem Outline

- **Organize a three to five paragraph response** to the prompt below using information gathered on your **group's recording page**. **Fill in the outline template** provided to help you.

Explain how _____ survives and contributes to the ecosystem where it lives.

Outline:

- Fill in the spaces below with key words and phrases to plan your response. You will write in full sentences in the next step, drafting.

Introduction Paragraph

Topic Sentence: _____

Introduction detail sentence 1: _____

Introduction detail sentence 2: _____

Body Paragraph

Main Idea Sentence: _____

Supporting detail sentence 1: _____

Supporting detail sentence 2: _____

Supporting detail sentence 3: _____

Supporting detail sentence 4: _____

Body Paragraph

Main Idea Sentence: _____

Supporting detail sentence 1: _____

Supporting detail sentence 2: _____

Supporting detail sentence 3: _____

Supporting detail sentence 4: _____

NAME: _____

DATE: _____

11.3
CONTINUED

Activity Page

Body Paragraph

Main Idea Sentence: _____

Supporting detail sentence 1: _____

Supporting detail sentence 2: _____

Supporting detail sentence 3: _____

Supporting detail sentence 4: _____

Conclusion Paragraph

Main Idea Sentence: _____

Conclusion detail sentence 1: _____

Conclusion detail sentence 2: _____

NAME: _____

DATE: _____

12.1

Activity Page

Drafting Page GO

Animal and Ecosystem Draft

- *Draft a three to five paragraph response to the prompt below using the completed outline template on Activity Page 11.3.*

Explain how [your chosen animal] survives and contributes to the ecosystem where it lives.

- *As you draft, include vocabulary from the text in your explanations.*

[illegible]

[illegible]

DATE: _____

12.1
CONTINUED

[illegible]

NAME: _____

DATE: _____

13.1

Activity Page

Peer Review

Your Name: _____

Your Partner's name: _____

1. *Read your partner's writing twice:*
 - a. *First, read for sentence variety. Check a box for each question and then explain using evidence from the writing.*
 - b. *Second, read for clarity. Check a box for each question and then explain using evidence from the writing.*
2. *Write two or three specific compliments about the writing.*

Revision Checklist:		
Sentence Variety	Do most of the sentences sound different? ☐ Yes ☐ No ☐ Somewhat	Explain:
	Are the sentences on topic? ☐ Yes ☐ No ☐ Somewhat	Explain:
	Are your sentences made up of mostly the same words and phrases? ☐ Yes ☐ No ☐ Somewhat	Explain:
Clarity	Will your reader understand your ideas? ☐ Yes ☐ No ☐ Somewhat	Explain:
	Do your supporting details explain the topic? ☐ Yes ☐ No ☐ Somewhat	Explain:
	Will your reader understand your words? ☐ Yes ☐ No ☐ Somewhat	Explain:

Revision Checklist:		
	Do you explain words that only relate to your topic and aren't used in everyday speech? ☐ Yes ☐ No ☐ Somewhat	Explain:
Compliments:		

NAME: _____

DATE: _____

13.2

Activity Page

Editing Checklist

Fill in the missing rules in the right column. Then, check off each rule as you edit your writing.

Capital Letters	• <i>First letter of a sentence</i> • <i>First letter of proper nouns</i>	•
Periods/Question Marks/ Exclamation Points	• <i>Declarative and imperative sentences → .</i> • <i>Exclamatory sentences → !</i> • <i>Interrogative sentences → ?</i>	•
Quotation Marks	• <i>Direct quotations from a text</i>	•

NAME: _____

DATE: _____

14.1

Activity Page

Unit Reflection

Think back to your work in the unit and complete the reflection questions. Consider:

- *What did you read about in Life in the Fathoms?*
- *What did you discuss in class?*
- *What did you write about after reading?*

Use evidence to support all of your responses.

1. Did this unit change how you think about the ocean or its ecosystem?
Why or why not?

2. Share your strengths and areas for growth. What strengths about yourself did you discover? In which areas do you still have room to grow?

Strengths What is strong in this work?	Areas for Growth What could be a future goal?

NAME: _____

DATE: _____

15.1

Activity Page

Celebration of Learning Notes

Classmate: _____		Animal: _____	
Main Ideas		Details	
Classmate: _____		Animal: _____	
Main Ideas		Details	
Classmate: _____		Animal: _____	
Main Ideas		Details	

Classmate: _____		Animal: _____	
Main Ideas		Details	
Classmate: _____		Animal: _____	
Main Ideas		Details	

NAME: _____

DATE: _____

15.2

Activity Page

Celebration Summary

Using the notes recorded during your peers' presentations, select a classmate's work to summarize in your own words.

Retell what they taught about their animal by answering the questions what, where, and why. Then, write an expanded sentence to retell what your peer taught about their animal by answering the questions what, where, and why.

Remember to include other supporting details from your notes in your summary.

Quick Check:

Capitals ☐

Punctuation ☐

Spelling ☐

Verb Tense ☐

Acknowledgements

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Amplify CKLA

Amplify staff and contributors, who have worked on this edition of CKLA as well as prior editions of CKLA. This product reflects their expertise, passion, and dedication.



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