River Notes, New Thinking

Use text details to explain how your thinking grows.

7.W.1.D "Write reflectively in response to reading to demonstrate thinking with details, examples, and other evidence from the text(s)."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two details that changed Maya's thinking, and circle words that tell what she understood or decided. Use your marks to support a reflective response with evidence from the text.

The River Notebook

1. On Saturday, Maya followed her grandfather to the riverbank before sunrise. He carried a small notebook, not a fishing pole. For years, he had recorded the first spring sighting of swallows, turtles, and wildflowers. Maya expected a boring walk, but she noticed that he stopped often, listened, and wrote the time beside each observation. Near an empty soda bottle, he sighed and copied its location into the notebook too. "The river tells a story," he said, "if someone pays attention."

2. Later, Maya asked why he wrote about trash when he was looking for animals. Her grandfather explained that litter can travel downstream, harm wildlife, and show where cleanup is needed. He did not blame one person or pretend that his notes could fix the problem alone. Instead, he planned to share the notebook with a local river group. Maya began to see the notebook differently. It was not just a list of creatures. It connected careful noticing to a decision about how people could care for a shared place.

3. That afternoon, Maya returned with a reusable bag and gloves. She collected bottle caps along a short stretch of shore, then added their number to a new page in the notebook. She also wrote that two swallows skimmed over the water, even though the bank had been messy. Seeing both details together made her feel responsible rather than helpless. The river was not only her grandfather's project or someone else's problem. Her small action would not solve pollution, but it could become part of a larger effort.

2 ANSWER WITH EVIDENCE

Use the passage

1. In 1 to 2 sentences, explain how Maya's thinking changes from the beginning to the end of the passage. Use one detail from the text.

2. In 1 to 2 sentences, explain how the grandfather's note about trash shapes your understanding of why he keeps the notebook. Use evidence from the passage.

3. In 1 to 2 sentences, explain why the author includes both the bottle caps and the swallows in the final paragraph. Use both details in your response.

4. In 1 to 2 sentences, explain the message about individual action in the final paragraph. Support your response with one detail.

3 YOUR TURN

Your own words

Write a six-sentence reflection on "The River Notebook." Explain how your thinking changed or grew as you read, use at least two details from the passage, and connect the passage's idea to one shared place in your life.

ANSWER KEY

River Notes, New Thinking

GRADE 7 · 7.W.1.D

PART 1 · READ AND MARK

Underline two details that changed Maya's thinking, and circle words that tell what she understood or decided. Use your marks to support a reflective response with evidence from the text. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	In 1 to 2 sentences, explain how Maya's thinking changes from the beginning to the end of the passage. Use one detail from the text.	**Maya moves from expecting a boring walk to seeing the notebook as a way to help care for the river. She begins a new page after collecting bottle caps, showing that she wants to take part.**
2	In 1 to 2 sentences, explain how the grandfather's note about trash shapes your understanding of why he keeps the notebook. Use evidence from the passage.	**The trash note shows that he records evidence about threats to the river as well as wildlife. He plans to share the notebook with a river group, so his notes can guide cleanup.**
3	In 1 to 2 sentences, explain why the author includes both the bottle caps and the swallows in the final paragraph. Use both details in your response.	**The bottle caps show pollution, while the swallows show that living things still use the river. Together, they make Maya feel responsible rather than helpless.**
4	In 1 to 2 sentences, explain the message about individual action in the final paragraph. Support your response with one detail.	**The ending says one small action cannot solve pollution by itself, but it can contribute to a group effort. Maya collects caps and records them, which is one way to contribute.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Before I read, I thought a notebook was useful mainly for listing what someone sees. The grandfather's note about the empty soda bottle showed me that observations can reveal a problem, not just record nature. I was also struck when Maya counted bottle caps while she saw two swallows over the water. Those details made the river seem both alive and in need of help. Now I think paying close attention can lead people to make practical choices. At my neighborhood park, I could notice where litter gathers and bring that information to a cleanup group.

Accept varied interpretations when students explain their thinking with accurate details from the passage. For the open response, look for six sentences, at least two relevant text details, a clear reflection, and a connection to a shared place.