PRESENTER SCRIPT · GRADE 6 · 6.RC.1-6.RC.3

Textual Evidence, Inference & Theme: teacher script

Use with the Lesson presenter (room page -> Lesson presenter). Slides show only student cues; this script has what to say. Students need the printed lesson worksheet and a pencil.

Presenter keys: Right/left arrows change slides. N shows short notes. T pauses the timer. P picks a student. F is fullscreen.

Response routine: Students write each answer on their worksheet, then show it with fingers (1 = A, 2 = B, 3 = C, 4 = D). Scan the room before revealing.

SLIDE 1: TODAY'S TARGET — 1 min

Say	Today's learning target is: "I can make inferences about a literary text and support them with the strongest evidence, and explain how details develop a theme." Read it with me.
Say	Here is how you will know you have it: the success criteria. You will prove it on the exit ticket at the end of class.
Point to	The agenda and the key vocabulary. Tell students they need their notebook, guided notes page, and pencil.

SLIDE 2: WARM-UP — 0:00–0:08

Say	Turn to Part 2 of your lesson worksheet. Answer the three questions in complete sentences. You have 5 minutes of silent work. Go.
Do	Start the 8:00 timer. Circulate. At 5 minutes say: "Turn to your partner and compare answers for 2 minutes."
Look for	1) It is raining outside. Clues: wet hair, dripping umbrella. 2) Says = explicit, stated directly. Shows = implied; you infer it from clues. 3) Examples: "The text states...", "According to the author...", "For example..."
Say	Call on 2-3 students for questions 1 and 2, then reveal. Say: "We will come back to question 3 at the end of class."

SLIDE 3: HOOK — 1 min

Say	Read the question on the screen: "A girl walks in, drops her backpack, slams her binder down, and says nothing. How does she feel?" Circle your prediction in Part 3 of your worksheet and write why. Then vote.
Background	Say: "A girl walks in, drops her backpack, slams her binder down, and doesn't say hi." Ask: "How is she feeling? How do you know? Did I say she was upset?"

Do	Tap +1 for each vote. Do not give the answer. Say: "By the end of the lesson, you will be able to check your prediction."

SLIDE 4: LEARN 1: EXPLICIT VS. INFERENCE — 3 min

Say	Explicit means the text says it. An inference is what the text shows: Text clue + What I know = Inference.
Worksheet	Say: "Part 5: fill in the blanks (A), do the task (B), write what your partner said (C), and answer the check (D)." Blank answers: Text clue + WHAT I KNOW = INFERENCE. (tap "Show the missing words" after students try.)
Explore	Point to the model: the picture. Ask: "What do you notice?" Students do: Complete Text clue + What I know = Inference for: "Jada checked the clock for the fifth time."
Turn and talk	Say: "Why don't authors just tell us everything directly?" Start the 1:00 timer. Then pick a pair to share.
Check	Read the question aloud. Students write, then show fingers. Scan, then reveal. Answer: (A) Nervous. Repeated checking and fidgeting show nerves.
If < 80% correct	Go back to the Explore box and model a second example out loud, then re-ask the check with a partner discussion first. See "Misconceptions to watch for" at the end of this script.

SLIDE 5: LEARN 2: STRONG VS. WEAK EVIDENCE — 3 min

Say	Strong evidence directly proves the claim. Weak evidence is about the topic but does not prove the specific point.
Worksheet	Say: "Part 6: fill in the blanks (A), do the task (B), write what your partner said (C), and answer the check (D)." Blank answers: STRONG evidence directly supports the claim. WEAK evidence is only related to the topic. (tap "Show the missing words" after students try.)
Explore	Students do: Rank the two pieces of evidence in the check from strongest to weakest.
Turn and talk	Say: "How can a quote be about the right topic and still be weak evidence?" Start the 1:00 timer. Then pick a pair to share.
Check	Read the question aloud. Students write, then show fingers. Scan, then reveal. Answer: (C) Mom pressed the newspaper to her chest and walked away without a word.. It shows grief directly.
If < 80% correct	Go back to the Explore box and model a second example out loud, then re-ask the check with a partner discussion first. See "Misconceptions to watch for" at the end of this script.

SLIDE 6: LEARN 3: INTRODUCE EVIDENCE — 3 min

Say	Introduce every quote with a phrase: "The text states...", "For example...", "According to paragraph 3..." Then explain it: "This shows..."

Worksheet	Say: "Part 7: fill in the blanks (A), do the task (B), write what your partner said (C), and answer the check (D)." Blank answers: Introduce evidence with phrases like "THE TEXT STATES" and explain it with "THIS SHOWS." (tap "Show the missing words" after students try.)
Explore	Students do: Write one sentence: "According to the text, ___, which shows ___."
Turn and talk	Say: "Why is it not enough to drop a quote into your answer?" Start the 1:00 timer. Then pick a pair to share.
Check	Read the question aloud. Students write, then show fingers. Scan, then reveal. Answer: (B) According to the text, "she smiled for the first time all day," which shows she felt welcomed.. It introduces, quotes, and explains.
If < 80% correct	Go back to the Explore box and model a second example out loud, then re-ask the check with a partner discussion first. See "Misconceptions to watch for" at the end of this script.

SLIDE 7: LEARN 4: THEME DEVELOPS — 3 min

Say	A theme develops across the story. Track what the character learns, how they change, and what the title or ending suggests.
Worksheet	Say: "Part 8: fill in the blanks (A), do the task (B), write what your partner said (C), and answer the check (D)." Blank answers: Track how the character CHANGES to find the THEME. (tap "Show the missing words" after students try.)
Explore	Students do: Make a beginning / middle / end chart for a character you know.
Turn and talk	Say: "How can a story's ending help you figure out its theme?" Start the 1:00 timer. Then pick a pair to share.
Check	Read the question aloud. Students write, then show fingers. Scan, then reveal. Answer: (C) How the main character changes. Change reveals the lesson.
If < 80% correct	Go back to the Explore box and model a second example out loud, then re-ask the check with a partner discussion first. See "Misconceptions to watch for" at the end of this script.

SLIDE 8: WORKED EXAMPLE (I DO) — 2 min

Say	Watch how I solve this. Write the final answer in Part 9 of your worksheet.
Think aloud	Put two pieces of evidence next to the inference "Marcus is nervous about the game." Evidence A: "The game started at 7:00." Evidence B: "Marcus retied his shoes for the fourth time." Think aloud about why B is stronger.
Reveal	Inference: Marcus is nervous about the game. | Evidence A: "The game started at 7:00." | Evidence B: "Marcus retied his shoes for the fourth time." | Step 1: Does A show nervousness? No. It is about the game but proves nothing about Marcus. | Step 2: B shows a nervous habit. B is the strongest evidence.

SLIDE 9: WE DO — 2 min

Say	Now we solve one together in Part 10. Read the problem with me.
Do	Before revealing each step, ask: "What should we do next?" Take one answer, then tap "Show next step."
Steps	Text clues: untouched lunch, checking the door. | What I know: people who are worried or waiting lose their appetite and watch for someone. | Inference: Maya is nervous or waiting for someone. | Evidence sentence: The text states she "kept checking the door," which shows she is anxious.
Answer	Maya is nervous or waiting for someone.

SLIDE 10: YOU DO — 2 min

Say	Now on your own: Part 11. Solve it with no talking. You have 2 minutes.
Answer	(D) "He slid his pretzels to the middle of the table for her.". Sharing food directly shows kindness.
Then	Students who got it: launch the room. Students who missed it: 3-minute reteach at your table, then start the room at the Explorer level.

SLIDE 11: WORK TIME: CHARACTER QUEST: HOW THEMES GROW — 0:20–0:48

Say	Open Character Quest: How Themes Grow on your device. Type your name, choose the level I assigned, and begin. Whisper voice with your partner only.
Do	Start the 28:00 timer and leave this slide up. Circulate with the answer key.
Checkpoints	At 10 minutes: stage 2 done. At 20 minutes: stage 4 done; give a 5-minute warning for the final lock and turn-in.
Turn-in	Students tap "Copy my work" and paste it into the Canvas assignment (Text Entry).

SLIDE 12: DEBRIEF — 0:48–0:52

Ask	What made a piece of evidence "strongest" today? | How is an inference different from a guess? | Which detail in the activity best revealed a theme?
Say	Back to warm-up question 3 and our hook vote: were our predictions right? What evidence changed your mind?
Answer	Examples: "The text states...", "According to the author...", "For example..."

SLIDE 13: EXIT TICKET 0:52–1:00

Say	Clear your desk except a pencil. Work silently and on your own. For every answer, write "I know because..." and use evidence.
Do	Hand out the exit ticket. Start the 8:00 timer. Collect and sort with page 3 (Mastered / Approaching / Beginning).

MISCONCEPTIONS TO WATCH FOR

- "An inference is a guess." It is a conclusion based on evidence.
- "Any quote about the topic works as evidence." Evidence must support the specific claim.
- "The theme is stated in the last sentence." Themes are usually developed across the whole text.