



Comics in the Classroom as an Introduction to Narrative Structure

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In this lesson, students will use a comic-strip format for pre-writing to reinforce plot structure and create their own personal narratives. Students will learn to differentiate between random or background events and events that are significant to the plot of the story. Handouts and a virtual manipulative are included in this lesson.

Subject(s): English Language Arts	Grade Level(s): 4
Intended Audience: Educators	Suggested Technology: Document Camera, Computer for Presenter, Computers for Students, Internet Connection, Overhead Projector
Instructional Time: 4 Hour(s)	Freely Available: Yes
Keywords: narrative writing, plot structure, comic strips, The Three Little Pigs	Instructional Component Type(s): Worksheet , Worksheet , Virtual Manipulative , Assessment , Educational Software / Tool , Formative Assessment
Instructional Design Framework(s): Direct Instruction	
Resource Collection: CPALMS	

PEDAGOGY

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PUBLIC REMARKS

By Reviewer 1

In the lesson "Comics in the Classroom as an Introduction to Narrative Structure," the authors recommended certain ELA CCSS for grades 3-5, but CPALMS reviewers only aligned standards where students were actively practicing those skills based on the descriptions given for the provided activities. Due to the qualitative and reader and task factors, CPALMS reviewers believe the lesson is most appropriate for grade 4.

SOURCE AND ACCESS INFORMATION

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Related Standards

Name	Description
LAFS.4.RL.1.1:	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
LAFS.4.RL.1.3:	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

LAFS.4.W.1.3:	<ul style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.
LAFS.4.W.2.4:	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.4.W.2.5:	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LAFS.4.W.2.6:	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
LAFS.4.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).