AIRs - LM in Creative Nonfiction
Module 1
HUMMS - Creative Non-Fiction
Module 1
First Edition, 2020

Copyright © 2020
La Union Schools Division
Region I

All rights reserved. No part of this module may be reproduced in any form without written permission from the copyright owners.

Development Team of the Module

Author: Abelardo J. Caplis
Editor: SDO La Union, Learning Resource Quality Assurance Team
Illustrator: Ernesto F. Ramos, Jr., P II

Management Team:

ATTY. Donato D. Balderas, Jr.  
_Schools Division Superintendent_
Vivian Luz S. Pagatpatan, Ph.D  
_Assistant Schools Division Superintendent_
German E. Flora, Ph.D, CID Chief
Virgilio C. Boado, Ph.D, _EPS in Charge of LRMS_
Belen C. Aquino, Ph.D, _EPS in Charge of English_
Michael Jason D. Morales, PDO II
Claire P. Toluyen, Librarian II
Creative Non-Fiction
Module 1
Target

The need to understand the conventions of traditional literary genres such as fiction, poetry, drama and other forms including their elements and techniques of writing is essential for reading and for thinking critically and creatively. These conventions are sometimes called as “codes”. Being able to understand these codes will be a jumpstart or springboard toward understanding all other forms or genres of text. Crucial to reading and thinking is the considerable study on the techniques and themes used in a particular text.

You might have encountered and learned from your previous literature class the common conventions of literary genres (codes) which definitely refer to elements, themes, techniques and devices used in a text. That is great! You will need that knowledge or learning in order to attain the competencies required for you in this module.

This section provides you content knowledge, exercises and activities so you could analyze and interpret the theme and techniques used in a particular text.

At the end of your journey in this module, you are expected to:
1. Analyze the theme and techniques used in a particular text.
2. Interpret the theme and techniques used in a particular text.

I know that you are very eager to know about themes and techniques used in different texts. Relax! We will get there! For you to smoothly and easily analyze and interpret the themes and techniques later, have a little refresher about the genres and elements of literary texts, as reviewing them will form part of analyzing and interpreting themes and techniques, which is the focal competencies of this module.
From your previous classes in literature, you learned about the main divisions of literature which are prose and the poetry. Prose is divided into two: the fiction and the non-fiction. Both have their common and distinct elements and types. Below are information about the genres (focusing more on non-fiction accounts and the meaning of creative non-fiction) which will serve as your refresher so you could be able to perform all the exercises and activities in this module. Have time to study them.

### About Fiction and Non-fiction

<table>
<thead>
<tr>
<th>Fiction</th>
<th>Non-fiction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Features</td>
<td>Features</td>
</tr>
<tr>
<td>• Imaginary</td>
<td>• Real</td>
</tr>
<tr>
<td>• Characters</td>
<td>-People</td>
</tr>
<tr>
<td>-People</td>
<td>-Events</td>
</tr>
<tr>
<td>-Animals</td>
<td>-Ideas</td>
</tr>
<tr>
<td>-Objects</td>
<td>• Fact</td>
</tr>
<tr>
<td>• Plot</td>
<td>• Organization</td>
</tr>
<tr>
<td>-Setting</td>
<td>Style</td>
</tr>
<tr>
<td>-Conflict</td>
<td></td>
</tr>
<tr>
<td>-Resolution</td>
<td></td>
</tr>
<tr>
<td>Theme</td>
<td></td>
</tr>
</tbody>
</table>

### Kinds of Fiction and Non-fiction

**Most Common Genres**

<table>
<thead>
<tr>
<th>Fiction</th>
<th>Non-fiction</th>
</tr>
</thead>
<tbody>
<tr>
<td>fables, folktales, fairytales</td>
<td>biography</td>
</tr>
<tr>
<td>fantasy, mystery</td>
<td>autobiography</td>
</tr>
<tr>
<td>myth, legend</td>
<td>newspaper article</td>
</tr>
<tr>
<td>historical fiction</td>
<td>essay</td>
</tr>
<tr>
<td>realistic fiction</td>
<td>documentary</td>
</tr>
<tr>
<td>drama, poetry</td>
<td>speeches, diaries, letters</td>
</tr>
<tr>
<td>science fiction</td>
<td>informational</td>
</tr>
</tbody>
</table>

### The Elements of Fiction

There are eight elements of fiction

- plot and structure
- characterization
- theme
- setting
- point of view
- style
- symbol, allegory and fantasy
- humor and irony

### Creative non-fiction

Creative non-fiction is a genre of writing that utilizes the elements and styles of writing fiction to artistically and aesthetically express, inform and persuade others about facts and true life accounts.

### What is Non-fiction?

- Non-fiction pieces are based on facts and author’s opinions about a subject.
- Non-fiction could be biographies, articles from textbooks, newspaper and magazine articles.
- The purpose of non-fiction writing is to inform and sometimes persuade.
ACTIVITY 1: Read Me! Analyze Me! Answer Me!

**Directions:** Read and analyze the “direct statements” below. Identify the style or technique used through the underlined and italicized portions, phrases or words. Choose your answer on the pool of words provided. Write your answer in the box at the right side.

1. “The *flower* that I cherished for six summers, the *flower*—so lovely and fragrant is just a dream now. I woke up one day and everything is a question as to why the *flower* went away.”

2. “I *cried a river* when my favorite cat died. Muning is my favorite pet. We spent four years together and I can’t imagine life without her.”

3. “*Being in love is like heaven.* It is a feeling that is incomparable among other feelings or emotions. *To be in love is like a rainbow,* full of colors, full of joy!”

4. “She looked at me with wonder and amazement. *I know deep down in her minds she wants to ask me if I truly did the things.* I know in her heart that she might not believe everything I said. Well, she needs to because this is the new version of me.”

5. “She has a *long shiny black hair with chinky eyes and an aquiline nose.* Her *eyelashes are long and curly like that of Cleopatra.* Her *pouting lips are small, pinkish in color* and it seems inviting. Her *body is like that of Angel Locsin* and her smile makes my heart so delighted *like the angelic smile of Marian Rivera.*”

6. “Sheila, *see?* Sally sells seashells by the seashore! *She*”

7. “The *silence is deafening* me. His *looks blind* me. He does not even say any single word. I know he figured out everything. His fully zipped mouth is so loud that it may explode anytime. I feel different. I feel terrified.”

Choose your answer in the box.

Oxymoron  Repetition  Imagery  Point of View  Simile  Hyperbole  Symbolism
Directions: Read and analyze the “direct statements” below. Identify the one-word idea or message (subject or topic) of the statements by choosing your answer on the pool of words provided. Write your answer in the box at the right side.

1. “We struggled a lot like a stray dog, with no permanent home, no refuge. We have no food to eat, not even a single penny. We drink water from the muddy lake, tastes like a rusting iron.”

2. “I have fought the good fight, I have finished the race, I have kept the faith. Now there is in store for me the crown of righteousness, which the Lord, the righteous Judge, will award to me on that day.”

3. “I have no choice but to save the child though I know my life will be at risk. I just feel it’s my duty to help those who are in need. I never regret I broke my arm, at least a life was saved and God used me as His instrument.”

4. “I don’t feel like to be her friend. She’s a highlander. She looks like my old shoes, out of the trend. I couldn’t imagine her style of clothing still exist this era. Oh my gosh! Is everything fine? Is the world okay?”

5. “I think good things will come to those who patiently wait. I also look into the beauty of each human being regardless of their culture, status and backgrounds. Lastly, I believe that everyone can change when they see inspiration whether it’s spiritual, physical, moral or emotional.”

6. “In the fell clutch of circumstances, I have not winced nor cried aloud. Under the bludgeonings of chance, my head is bloody but unbowed. Beyond this place of wrath and tears, looms but the horror of the shade. And yet, the menace of the years, finds and shall find me unafraid.”

7. “Lord, please cleanse away my soul. I know that I sin oftentimes and that I am a human with many inequities. I know that I sometimes commit sin against your will. Sometimes I cannot control and tell myself to do the right thing. I ask for your forgiveness and hope to remind me always of my promise.”

Choose your answer in the box.

Piousness Courage Poverty Farewell Prejudice Heroism Positivity

How many correct responses did you answer? What have you observed from the two activities? What do you think is the connection of these activities with the lesson that we will discover in this module?
Discover

Do you have a preliminary answer to the question of the teacher in the chat box on the previous page? What then is the connection of activity 1 and 2 with the lesson that you will discover in this module? That, you will find out later. Are you ready? Read the following discussions below and discover the topics in this module.

You have learned that there are specific differences of a total fiction text and a creative non-fiction text. Some of these are the elements, styles and techniques. However, there are also similarities underlying between the two. Some of these are the themes, tone, mood, point of view and some other styles and techniques present in fictional accounts.

Creative non-fiction texts are true accounts while utilizing some of the techniques and styles of fiction. Creativity includes the use of literary devices which can be divided into two: literary techniques (which include the use of figurative language) and literary elements (which include the theme). In this module, you will discover and analyze the techniques and themes used in creative non-fiction texts.

Literary Techniques are specific, deliberate construction and use of language to convey meaning. Oftentimes, these techniques are indirectly or implicitly used in a text. Sometimes, readers experience difficulty in figuring out the intended meaning because of these techniques. Unlike literary texts, techniques are not necessarily present in all texts. However, creative non-fiction texts utilize techniques commonly used in literary texts as part of art and aesthetic aspect of writing. Sometimes, these techniques are used in free and formal and informative and narrative essays.

Some of these techniques are the inclusion of figures of speech, dialogue, imagery, kenning, symbolism, parallelism, foreshadowing, flashback, approach to events such as deductive or inductive, employment of sounds, choice of word, humor, representation, and form of writing and more others.

The direct statements (items) from activity 1 utilized techniques which make the whole discourse creative and figurative. The items in activity 1 used symbolism, figurative language, point of view, alliteration and imagery. These are called techniques employed in writing and could possibly be used also in speaking.

On the other hand, theme refers to the central idea, subject, topic or message of the text. Oftentimes, a narrative text, poetry and literary texts have themes. Themes are the overall idea or message conveyed in the text. It is an
underlying belief and outlook of the author about life inside and outside him. It is often universal. Universality means true to all—felt and experienced by all.

Some of the examples of themes are love, power, corruption, courage, excellence, prejudice, discrimination, good versus evil, heroism, beauty, nationalism, patriotism, positivity, poverty, piousness or religiosity, survival and many more.

If you have noticed, activity 2 showed the themes used in the items but it only utilized direct statements. However, based from the direct statements, it can be noted that themes can be identified easily by feeling their contents.

Thus, the task of this module is for you to analyze the techniques and interpret the themes in a text. For you to do it, you should at least have the following competencies: (1) You can read text at least in a comprehension, interpretive and critical level; (2) You should have knowledge about literary techniques, elements forms and types; (3) You have the skill to relate experiences to the text or vise versa; and (4) You love reading and learning. If you have all of these, then I believe you could do better than expected!

To better facilitate your understanding about techniques and themes used in a text, figure 2 below is presented. Have at least a little research about the literary techniques and themes.

<table>
<thead>
<tr>
<th>LITERARY TECHNIQUE</th>
<th>THEME</th>
</tr>
</thead>
<tbody>
<tr>
<td>It refers to a specific, deliberate construction and use of language to convey meaning. It is an artistic and an aesthetics way of writing texts.</td>
<td>It refers to the central idea, message or subject the text want to convey. It is a revolving idea althroughout the text conveyed through significant events, elements and techniques.</td>
</tr>
</tbody>
</table>

LITERARY TECHNIQUES
1. figures of speech
2. symbolism
3. representations
4. kenning
5. parallelism
6. imagery
7. flashback
8. sound
9. humor
10. choice of word
11. arrangement

THEMES
1. love
2. heroism
3. courage
4. power
5. corruption
6. friendship
7. survival
8. poverty
9. positivity
10. piousness
11. religiosity
12. deaths
Figure 3 below shows how to analyze techniques and interpret themes used in a text.

**How to analyze techniques and interpret themes used in a text?**

- have enough knowledge or mastery about literary techniques and themes
- have comprehension, interpretive and critical level of reading
- know how to relate experiences to the text or vice versa
- loves reading and learning

I guess that the meaning of literary technique and themes plus the examples provided are enough for you to analyze techniques and themes used in a text. Are you ready for the next stage? Let’s explore it!

**Explore**

**Directions:** Read, analyze and enjoy a true-to-life narrative text taken from one of the best stories of True Accounts written by TIF Marcelo via Facebook and Instagram. This story is inspired by his friend named Sha.

**The Diary of the Girl**

Dear Diary,

It was a very cold winter when the breath of the light of home was taken back by the Giver of life. I was out in the dark during that time. The moon keeps on smiling but suddenly it cried. I have cried out so loud from the envelope of love and caress. At the same time, the deafening silence of the great woman cornered the four sides of the white room. Together with the men and women in white, is the pillar of home. Yes, he was left alone, just with me, with that day of tears, sorrow and melancholy.

But he, knowing I am the cause of the decease of his dearly love, his flower of delight since high school of loyalty and honesty, with love and tenderness, with sacrifice and devotion, he poses that smile of inspiring and motivating love as I was going out of the school. It seems he always misses me after eight hours stay inside that highly-cost home of human knowledge and wisdom. He holds and carries me in his strong arms as he turns me once or twice around. He kisses me with his beard that tickles my thin skin. But the feeling is different. I love it.
Yes, he was left alone with only a piece of land inherited from his deceased parents (which was sold when I was out to light) since my mom’s family defied him for his indigence and misfortune. He was alone. He works nine or ten hours a day in that factory of not-so-popular cloth trade. His pay is just a little. However, his money is like abundant leaves. I was wondering how he pays our rent, our water, our food, my ice cream, my Barbie, my tiny thick uniform, my candies, my chocolates and my pretty toys.

Sometimes, I ask the air, “Where on earth my dad get lots of money?” Isn’t it surprising? Yes it is. It is really surprising that my dad pretends to be happy though I am the cause of his heartaches when mom died. Yes he is rich because he pretends to be someone because he wants me to be happy at all times. He pretends not to be tired because he wants me to be good at school. He makes me laugh because he does not want me to be lonely. And most of all, he wants me to smile because when I do, his pain will go away. Sometimes, he holds his stomach. I know it is empty for the whole day. How I wish that time must fly so fast so I could accompany him to bear his burdens.

I knew it then. I knew that his joy is me. He sacrifices, he lies and he pretends because I am the only fruit of his sweet long love from the great woman whom I owe my life- my mom. How touching for a little girl like me with five and four years in this world! Though innocent, I feel the warm caress and tender touch, sweetest smile and eyes so bright of my dad.

This is Sharina, leaving you of the greetings, “Happy Father’s Day! Love your dad unconditionally!”

Activity 3: I need your basic comprehension! Read and answer me!

Directions: Read the questions below and choose the correct answer from the given choices by encircling the letter of your choice.

1. What point of view was used in the text?
   A. First Person  
   B. Omniscient  
   C. Second Person

2. What does the persona refer to as the “light of home”?
   A. Father  
   B. Mother  
   C. Self

3. What happened during that cold winter as stated in the introduction part of the text?
   A. The mother died.  
   B. The father left.  
   C. The baby died.

4. What does the persona refer to as the “envelope of love and caress”?
   A. loving hands of the father  
   B. the warm look of the mother  
   C. the womb of the mother

5. How will you describe the tone of the opening or introduction part?
   A. Happiness  
   B. Excitement  
   C. Sadness

6. How does the persona describe the light of home?
   A. Courageous  
   B. Great  
   C. Weak

7. What does the persona mean when she said “home of human knowledge and wisdom”?
   A. Family  
   B. Hospital  
   C. School

8. What particular annual celebration was the letter written?
   A. Christmas Program  
   B. Mother’s Day  
   C. Father’s Day

9. Why does the father pretend to be someone else?
   A. He does not want his daughter to see his struggles.  
   B. He wants to retain in his daughter’s mind that they are rich.  
   C. He loves his daughter that he provides everything and he does not want his daughter to see him struggling.
10. Why did the author write this true account?
   A. to inspire people to be better on their studies
   B. to persuade readers to love, respect and appreciate their fathers
   C. to emphasize the greater value of loving mothers who bear a baby
       and sacrifice her life

Activity 4: I need your higher level of comprehension! Read and answer me!

Directions: Read and answer the questions below. Identify what is asked for each item. Choose the correct answer from the given choices in the box provided below.

<table>
<thead>
<tr>
<th>Apostrophe</th>
<th>Kenning</th>
<th>Father</th>
<th>Gender/Masculine</th>
<th>Symbolism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oxymoron</td>
<td>Simile</td>
<td>Narrative</td>
<td>Personification</td>
<td>God</td>
</tr>
</tbody>
</table>

__________ 1. What does the writer refer to when he said, “Giver of Life”?
__________ 2. What does the writer refer to when he said, “Pillar of Home”?
__________ 3. What figure of speech is used with the statement, “His money is like abundant leaves.”?
__________ 4. What figure of speech is used in the statement, “I ask the air, “Where on earth my dad get lots of money?”
__________ 5. What does the word flower symbolize from the statement, “I am the cause of the decease of his dearly love, his flower of delight.”?
__________ 6. What figure of speech is used in the statement, “The moon kept on smiling but suddenly it cried.”?
__________ 7. What Archaic Style is used in writing the text?
__________ 8. What technical approach is used to conceptualize the story?
__________ 9. What figure of speech is used in the statement, “The deafening silence of the great woman cornered the four sides of the white room.”?
__________ 10. What type of text is “The Diary of the Girl?”

Hello!? How did you find Activity 3 and 4? These activities assess your basic and critical comprehension about the text and how the text was written by the writer. The said activities are focused on the techniques of writing. I hope you see these features during your reading and activities.

Activity 5. Look at the bigger picture of ideas and messages!

Directions: There is one main theme or central idea of the narrative text aside from the other minor themes. Arrange the four themes according to how they are highlighted or emphasized in the narrative. Fill in the blanks with themes in accordance to what is asked. Choose your answer from the box provided.

1. Main Theme: _____________________
2. 1st Minor Theme: _____________________
3. 2nd Minor Theme: _____________________
4. 3rd Minor Theme: _____________________

   Love, Respect & Appreciation
   Poverty & Survival
   Happiness & Satisfaction
   Death & Farewell

Important Points to Remember
Did you have wider and deeper understanding now about techniques and themes used in a text? The true-to-life narrative you just read is an example of creative non-fiction. It is non-fiction because it is based from true story of people where it became creative because it utilized the techniques and elements of fictional accounts. However, the focus of this module is for you to analyze techniques and interpret theme/s in a text.

The Diary of a Girl is a narrative true-to-life story of Sha, the writer’s friend. From the construction of the story, it can be noted that an archaic style called KENNING was utilized. This is an old conventional styles of naming terms and words such as home of knowledge and wisdom for school, Giver of Life for God and the others.

Moreover, figures of speech such as the choices in activity 3 and 4, are also utilized. The story is constructed using a first person point of view with a melancholic or dramatic beginning.

Lastly, the theme can be determined easily based from the common knowledge and plot of the story.

Let us dig a deeper understanding on techniques and themes by providing you a text to read, understand and analyze. Then, do the activities that follow on the next pages.

**Deepen**

**Directions:** Read, comprehend and analyze the text below. Then do the activities that follow.

**The Truth About Filipino Old Timers**

*Cecilia Manguerra Brainard*

The very first O.T. (Filipino Old Timer) I heard about was the man who returned to Cebu to marry my mother’s friend, a spinster advanced in years. During afternoon *meriendas*, I overheard the development of this alliance.

A crusty lady set in her ways, my mother’s friend refused to migrate to America and the newlyweds lived in her seaside town. It was a poor place which relied only on the sea’s yield and he quickly grew sick of eating fish and rice. He longed for steaks, broccoli, and asparagus; he wanted them both to go to the United States. She adamantly said no and finally he returned to America alone.

I got the idea that O.T.’s were displaced human beings after seeing another O.T. in a travel agency. A quiet man with skin like stretched leather, he stood solemnly while his relatives made arrangements for his quick return to the U.S. His children had bought him a round-trip ticket from the U.S. to the Philippines and back. He had not been home in over forty years; it had been his dream to return. But after just a few days in his hometown, he became very unhappy and wanted to leave.

When I was a graduate student at UCLA, I became scared when an O.T. began trailing me. I was shopping in Westwood Village, and later he even rode my
bus. I managed to lose him, but I sometimes wondered why he did that. That summer when I lived with my friend and her uncle, an O.T. – the one married to an ex-nun – I was also puzzled when he followed my friend and me everywhere. I would discover years later that these men, who had generally been isolated from Filipino women, took pleasure in just looking at and being with Filipinas.

After seeing more of California, I made a mental picture of where these Old Timers worked – on the farms of Salinas; in the canneries of Monterey, perhaps in the Portola Sardine Factory. I imagined Temple Street before the freeways, the raunchy bars and restaurants where they hung out. I knew there were few places where these men could socialize in during the 1940s. Sometime, somewhere, I had seen a poster saying: No Dogs and No Filipinos Allowed.

I created a stereotype of them, and I pitied these old men who had labored under California’s scorching sun, who were not allowed to marry white women, who had only one another and their card games and their whisky.

It was Tony who wrecked this mental picture.

My husband, son, and I used to live in an apartment in Los Angeles, where Tony, an O.T., lived in one of the downstairs apartments. I felt sorry for Tony. He was a small man who wore floppy fedoras, loose coats and baggy pants. I compared him with the elderly in the Philippines who were surrounded by abundant children and grandchildren. I remembered having to kiss the hands of my grandfather and granduncles to greet them. I projected everything I knew about O.T.’s on Tony and I almost wept when I told my husband about him.

My husband said Tony seemed fine, that he had seen him exit from a bar down the street. Of course, I retorted, the poor man is so miserable, he’s driven to drink. I adopted Tony as a mental relative of sorts; after all, we were both strangers in a strange land.

I never spoke to him because he was a very private man who came and went without any fuss. There were, however, occasional strange sounds that came from his apartment. Once, on the way to the laundry room, I walked by his bathroom and heard what seemed to be an animal in great agony. I thought nothing of it.

When Christmas came, I gave him a box of See’s candies. “I thought you’re Vietnamese married to a G.I.,” he said. The very next day he came knocking and handed me a larger box of See’s candies with an enormous red bow and plastic flowers. He didn’t say anything; he just gave me the box and left.

As the months passed, Tony continued coming and going as before, and I continued entertaining this vision of him as a pathetic old man. But in the summer, I had to change my view of Tony and about O.T.’s in general.

One night there was a terrible commotion from Tony’s apartment. My husband and I peeped out our window and saw the manager with two policemen in front of Tony’s place. I was sure they had found him dead or hurt.

In the morning we hurried to the manager to find out what had happened. “Oh,” she said – she was a German lady, large with red hair—“nothing to worry about. This happened before.” Our eyebrows shot up questioningly and she explained that Tony had girlfriends who sometimes moved into his apartment. “The giggling and goings-on coming from that place!” she added. Tony apparently wanted his current girlfriend to move out but she refused, thus the hassle.

It took me a while to absorb her words. My husband laughed but I stood there thoroughly puzzled. I had all these ideas about Old Timers, about Tony, I had to rethink things.

Now when I see Old Timers huddled over their card games, my first instinct is still a wave of sympathy, but I just think of Tony and I chuckle and wish them a good hand.
ACTIVITY 6: Analyze the Techniques and Interpret the Theme

Directions: Answer the following questions. These questions will serve as your guide in writing your analysis of the techniques used and the interpretation of the theme in activity 7.

1. What does O.T’s (Filipino Old Timers) mean based from the text?
2. Read the second paragraph. How did the writer characterize the man (he)?
3. Is there an imagery used in the text? Enumerate some.
4. The word *meriendas* is used in the text. What do you call this choice of word by the writer?
5. What was the first impression of the persona about Filipino Old Timers?
6. Does this impression change based on the events of the story? What literary technique is used in this part?
7. Quoted speech is employed in the text. What do you call this technique?
8. Is there a flashback employed in writing? Cite it.
9. What kind of text is “The Truth About Filipino Old Timers”?
10. What character of Filipino old timers is shown in the story?
11. Enumerate the main and minor themes of the story.

ACTIVITY 7: Write your analysis and interpretation!

Directions: After reading the text, write your simple, yet comprehensive analysis of the techniques used and interpret the theme in the story. Your answer should be two consecutive paragraphs. Each paragraph should contain 7-10 sentences. The first paragraph should discuss first your analysis on the techniques used and the second paragraph should compose your analysis on the theme. Be guided with the given rubrics in writing your analysis and interpretation.
# RUBRIC (Evaluation Criteria in Writing the Analysis and Interpretation)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>10 (Excellent)</th>
<th>8 (Very Good)</th>
<th>6 (Good)</th>
<th>4 (Fair)</th>
<th>2 (Poor)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>The substance is perfectly relevant with the question or task.</td>
<td>The substance is relevant but with little missed discussion.</td>
<td>The substance is relevant but with noticeable numbers of inconsistencies.</td>
<td>The substance is not relevant and needs to include few contents.</td>
<td>The substance written cannot be understood and needs to include almost all content needed.</td>
</tr>
<tr>
<td><strong>Unity</strong> (supports only one central idea for each paragraph)</td>
<td>Statements constructed support only one central idea.</td>
<td>Statements constructed supports only one central idea but with minimal unwanted sentences.</td>
<td>Statements constructed supports only one central idea but with few unwanted sentences.</td>
<td>Statements constructed do not support the central idea and few sentences are unwanted.</td>
<td>Almost all of the statements written does not support the central idea of the paragraph.</td>
</tr>
<tr>
<td>Coherence (connectedness and relatedness of statements within the paragraph)</td>
<td>Sentences within the paragraph are perfectly related with each other.</td>
<td>Sentences within the paragraph are related with each other but with minimal illogical statements.</td>
<td>Sentences within the paragraph are somehow related with each other but few statements are illogical.</td>
<td>Sentences within the paragraph have considerable number of incoherence.</td>
<td>Almost all sentences are not coherent with each other.</td>
</tr>
<tr>
<td>Correctness (grammar, paragraphing, punctuation mark, indentation, spelling, etc.)</td>
<td>Mechanics are perfectly correct.</td>
<td>Mechanics are correct but with minimal errors.</td>
<td>Mechanics are with few errors.</td>
<td>Mechanics are with more and considerable errors.</td>
<td>Almost all of the mechanics are incorrect or erroneous.</td>
</tr>
<tr>
<td>Creativity (uniqueness and innovativeness of writing)</td>
<td>The style, technique and attack is very unique and very innovative.</td>
<td>The style, technique and attack is unique and innovative.</td>
<td>The style and technique of writing needs few innovations.</td>
<td>The style and technique of writing needs few innovations.</td>
<td>There is no sense of creativity employed in writing.</td>
</tr>
</tbody>
</table>

**Positive Feedbacks:**
1. 
2. 
3.

**Recommendations:**
1. 
2. 
3.
Directions: Read and analyze the questions below. Choose the letter of the correct answer. Write the letter of your choice on the space provided before the item.

___1. Which of the following ideas refers to the specific and deliberate use of language to convey meaning and is considered as a device?
   A. Literary Device   B. Literary Technique   C. Poetic License

___2. What is the central idea or message which the story or text revolves in?
   A. Character   B. Point of View   C. Theme

___3. The use of quoted speech or direct statements in the text is an example of literary technique. What specific literary technique is this?
   A. Conversation   B. Dialogue   C. Foreshadowing

___4. Which of the following items does NOT belong to the group?
   A. Characters   B. Figures of Speech   C. Symbolism

___5. Which of the following items does NOT belong to the group?
   A. Love   B. Heroism   C. Flashback

___6. What is the basic pre-requisite of analyzing techniques used in a text?
   A. considerable comprehension level   B. knowledge about literary techniques   C. both A and B

___7. What aspect is deemed necessary in order for the reader to connect and relate with the text?
   A. Experience   B. Knowledge   C. Love for Reading

___8. Why do writers use figurative language as one of the techniques in writing a text?
   A. It is for the purpose of art and aesthetics.
   B. It makes conveyance of meaning more understandable.
   C. It functions as the other way of expression to impress readers.

___9. What literary technique is employed when you encounter statements in a text such as, *I remember one occasion in the year 2018, during Christmas eve...*?
   A. Flashback   B. Foreshadowing   C. Representation

___10. What literary technique is employed when you encounter statements in a text such as, *This house if shall pass will be fruitful 'til the end of its might...*?
    A. Dialogue   B. Parallelism   C. Symbolism

___11. “I see all his stars- his stars of success!” What figure of speech is used in this statement if the star is used to replace potentials?
    A. Metaphor   B. Metonymy   C. Synecdoche

___12. “I experience a lot of heartaches from the community I belong. Because I am a black man, I was rejected by few if not some.” If this statement is part of the text, what is its theme?
    A. Discrimination   B. Poverty   C. Religiosity
13. “I know that today, you will rock it on! You will definitely get a high score in your exams! Why? Because you are great and mommy too! Good luck baby!” If this statement is part of the text, what is its theme?
   A. Love and support of a Mother  B. The Power of Optimism  
   C. The Importance of Love and Care

14. Which of the following statements best shows Heroism as a theme?
   A. I never thought I could do that. I ran away from the killer!
   B. To save one’s life is not a choice. It is a duty to God and to fellowmen. I saved the boy even if I risk my life.
   C. Looking back to our life status before, we are compared to a stray dog with no permanent refuge, no food to eat, no any single penny and no one dares to lend us a helping hand.

15. A theme is not only limited to one word or phrases. It could also be a complete statement, universal and debatable. Which of the given themes passes this standard?
   A. Money is the root of all evil.
   B. Life in America is not at all a bed of roses.
   C. God is supreme and the greatest of all who came from nowhere.

Congratulations for accomplishing all the activities and exercises in this module! I hope you learned a lot from analyzing literary techniques and interpreting themes.
REFERENCES

Printed Materials


Arciaga, M., Azarcon T. & Ceniza E. (2014). *Literatures of the Philippines (Literature 1)*. Saint Louis University, Baguio City (for private use only).


*Most Essential Learning Competencies* - Regional Initiated. MELC #1- Code-HUMSS_CNF11/12-1a-3

Senior High School Curriculum Guide. *Creative Non-Fiction* - Learning Competency #3- Code-HUMSS_CNF11/12-1a-3


Websites


Literary Devices, Elements & Techniques. www.rhinebeckcsd.org › moxiemanager › data › files

