AIRs - LM in Creative Nonfiction Module 4
HUMMS - Creative Non-Fiction
Module 4
First Edition, 2020

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La Union Schools Division
Region I

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Creative Non-Fiction
Module 4
Writing is a process that uses symbols to communicate thoughts and ideas in a readable form. Thus, there are ways to write depending on how ideas are being expressed. Such, one can write creatively coming from the world that they have created, others would do the same thing but then it would be more in a world that is real. It is true to its characteristic; writing can be complex knowing that we write too much giving possibilities to make thoughts and ideas permanent. It’s beauty and dynamism can also be utilized for the expression of one’s creativity that will provide readers not only learning and understanding facts and valid pieces of information but also amusement and enjoyment in reading.

In the previous lesson, you were provided with the different elements that a factual / nonfictional work should have like plot, characters, characterization, point – of – view, angle, setting and atmosphere, symbols and symbolisms, irony, figures of speech. Dialogue, scene and other elements that can be used in every literary convention.

This module will provide the processes of writing which leads to the making of a draft using any of the literary conventions.

After going through this module, you are expected to:

1. Engage in writing a short piece using any literary convention (in this module Travelogue) applying the pointers in writing.
2. Employ properly the use of the nonfictional elements making it different from the fictional elements.
**Direction:** Read and choose what corresponds best. Use separate sheet for your answer.

1. What is simply called as the vantage point as to how the story unfolds?  
   A. Plot  
   B. Point – of – View  
   C. Setting

2. What elements on nonfiction provides the total environment and atmosphere of the story in consideration of time and place?  
   A. Character  
   B. Point – of – View  
   C. Setting

3. What are these images that bear certain meanings that go beyond the literal?  
   A. Character  
   B. Symbol  
   C. Theme

4. What involves the voices of those who are primarily concerned in the circumstances of a story?  
   A. Character  
   B. Dialogue  
   C. Setting

5. What do you call the lay – outing of the structure of the story considering the flow of events and actions?  
   A. Dialogue  
   B. Plot  
   C. Setting
Figure 1. Process of Writing

Figure 1 shows the different pointers when writing any specific work may that be technical, or creative. This is called the Writing Process.

In Module 1, you have learned about writing and the different non – factual elements that you can use when you are about to write any of the literary conventions.

Activity 1: Let’s Go with the Process

Direction: Read the three stages that involves writing. Go over with the process.

Writing is said to be a process – oriented skill and it must go through a procedure so that one can come up with a more effective effect that a writer made through his observation.

This becomes true when one has to write about the travels that he would like to share with readers. As a writer, you cannot just write
immediately your ideas you must have to organize everything from the beginning until the end of your writing

**Pre – Writing Stage** is the preliminary or preparatory phase in which the writer explores and select possible topics, subjects and themes.

**During the Writing Stage** setting out of an elucidation of the details and ideas perceived to be relevant to the topic and theme of the written work.

**Post – Writing Stage** is the phase wherein checking and correcting inconsistencies in content and mechanics.

**Direction:** Choose your answer from the given choices. Use a separate sheet for your answer.

1. What writing stage does a writer explore possible topics?
   A. During the Writing Stage
   B. Pre – writing Stage
   C. Post – Writing Stage

2. What writing stage is applied when there is a need to check the grammar and punctuations used?
   A. During the Writing Stage
   B. Pre – Writing Stage
   C. Post – Writing Stage

3. What writing stage prepares all the content needed?
   A. During the Writing Stage
   B. Pre – Writing Stage
   C. Post – Writing Stage

4. What is called as a process – oriented skill?
   A. Reading
   B. Speaking
   C. Writing

5. What is being elucidated in the During Writing Stage?
   A. Ideas
   B. Theme
   C. Worksheet
Discover

Pre – Writing Stage it is where the writer prepares everything which he is going to generate ideas and formulates the foundations of the topic for written output. The brainstormed ideas will be framed through outlining which will serve as the backbone or blueprint indicating how the written output will look like.

Here, the writer will be choosing a topic of what he would like to write anything that would be from his own experiences since it is a nonfiction work. Every detail should be organized as he is going to generate ideas.

Example of this is when the writer wanted to write something about a place that he went to and wanted to promote it to its readers, as for the pre – writing stage what he will be researching about the place or if the writer went there already then information can be first handed by him so that he could present a complete knowledgeable data base for the readers.

During Writing Stage is when the writer put together all the brainstormed ideas, thus focusing on the content rather than the structure. Since it is only temporary, the writer would now organize all the details perceived to be relevant to the topic and theme and develop them.

When writing, you must write freely and try to find the best way to communicate your ideas.

When putting all your generated ideas into paragraph, you should start by presenting the text topic using a question, an appropriate quote, or a simple description that would lead you to the discussion. Then from text topic we have the thesis statement wherein you are going to tell your reader the
significance of the narrative under discussion which is usually a single sentence near the beginning of your narrative offering a way to understand it.

In presenting the content or the body, paragraph should present one idea or aspect of the general topic and begin with a topic sentence that will orient the reader to what follows within the paragraph. Provide as much as possible supporting sentences by means of using examples, explanations, facts (trivia), opinions. Remember that in this part of the process, you should not be too harsh on yourself and do not focus on fine nuances in meaning at this point.

Example, in a travelogue, the body should focus on what you wanted to show regarding the place. Make sure that when you are presenting details it should be supported enough that the readers will be able to understand it. Theme of what you are writing should also be developed in this stage. It must be felt all throughout the writing process and it must not confuse the readers.

Make sure that what you reflected in your introduction and body will be totally in toto reflected in the end part of your narrative, it should have a different way to present everything. You may end it with a question or better a challenge for the readers.

**Post – Writing Stage** this is the phase when inconsistencies that you have written in the draft is being carefully checked and corrected in terms of its content and mechanics.
In this stage, the written text is shared with other audience, can be another learner (peer) or a teacher. Your peer (another learner) will read your narrative if there is a sense. Since there is a re-reading that will happen, your peer will eliminate fluff (unnecessary or redundant details). Not only the fluffs will be eliminated or checked, even spellings, vocabulary grammar are critically looked by another peer paying attention to content organization and mechanics leading you to focus on the bigger picture of your draft (revision) and on the finer details, making sure every word contributes precise meaning to your writing subject.

| Revision | is a process of going back through your whole draft there will be adding in, taking out, moving around, and polishing certain parts of draft. |
|---------------------------------------------------------------|
| Editing (Proofreading) | a meticulous process of clarifying meaning by revising each word and line of your draft. |

Here are some enrichment activities for you to work on to master and strengthen the basic concepts you have learned from this lesson.

**Explore**

**Enrichment Activity 1:** Looking at the pictures below what would be the topic that you can derive from and can be use in writing a narrative. Use a separate sheet for your answer.

![Figure 1](image1.png)  
![Figure 2](image2.png)
Assessment 1: Use a separate sheet for your answer. Write the correct word from the choices inside the box.

<table>
<thead>
<tr>
<th>Text topic</th>
<th>Outline</th>
<th>Supporting Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organize and develop ideas</td>
<td>Topic Sentence</td>
<td>Outline topic</td>
</tr>
</tbody>
</table>

1. What do you call the sentence that introduces the paragraph which will be the focus of the writing?
2. What serves as the blueprint of the writer on how a written output will look like?
3. What should a writer do when he is in the drafting stage of writing?
4. What should be presented when generating your ideas into paragraph?
5. What do you call the sentence in a paragraph that provides facts, opinions to the topic sentence?
Activity 2: In a separate sheet of paper compose a brief thesis statement of each pictures below.

Example: Banaue Rice Terraces a man’s love at his finest hard work.

Figure 1

Figure 2

Figure 3
 Assessment 2: Using a separate sheet of paper identify the thesis statement (implicit or explicit) of the following sentences.

1. Tourist destinations in the Philippines at this moment is facing a tremendous economic breakdown due to pandemic.
2. Many people have admired Boracay’s breathtaking view after its rehabilitation.
3. More tourists wanted to go Sagada because they wanted to see and learn the culture that they hear from other people.
4. Travelers are not still allowed to visit places around the Philippines at this moment.
5. Many of the tourist destinations in the Philippines have recovered during the pandemic.

Deepen

At this point, prepare a table that will serve as your guide for you in writing a narrative about the unforgettable travel that you had and at the same time it has something to do with the changes that you have made for your life. As much as possible there should be photos that will support all your details. Use a separate sheet for doing this. The rubric on the next page will be used in assessing your output.

<table>
<thead>
<tr>
<th>Place</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Title

*Please see sample on Appendix A.

Guide Questions

1. When you had the travel for the first time in that particular what did you feel?
2. Why is it that travel is very significant to you? What were the places you’ve visited and what have you notice from those places?

3. How did you find the place? Are there any significant moment that happened during the time you are there? Cite in your narrative textual evidences and photographs.

4. In what way that you can promote the place to other tourists who wanted to see and feel also the place?

**RUBRIC FOR WRITING A TRAVELOGUE**

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>BEST (5)</th>
<th>FAIR (3)</th>
<th>POOR (2)</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Content</td>
<td>Contains appropriate and relevant pictures/phot os of our barrio as a scenic spot.</td>
<td>Contains 1 or 2 inappropriate and irrelevant pictures/photo s of our barrio as a scenic spot.</td>
<td>Contains 3 or more inappropriate and irrelevant pictures/photos of our barrio as a scenic spot.</td>
<td></td>
</tr>
<tr>
<td>II. Organization</td>
<td>The travelogue has excellent and very well-organized formatting of information.</td>
<td>The travelogue has appropriate and organized formatting of information.</td>
<td>The travelogue confused the intended audience due to unorganized formatting of materials and information.</td>
<td></td>
</tr>
<tr>
<td>III. Creativity</td>
<td>There is an excellent arrangement of arts and designs of photos/pictures.</td>
<td>There is an admirable arrangement of arts and designs of photos/picture s.</td>
<td>There is no coordination in the arrangement of arts and designs of photos/picture s.</td>
<td></td>
</tr>
<tr>
<td>IV. Relevance</td>
<td>The photos/pictures go well with the text information and are closely related to the story.</td>
<td>There are 1 or 2 photos/pictures that do not go well with the text information and are just related to the story.</td>
<td>There are 2 or more photos/pictures that do not go well with the text information and are not related to the story.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>V. Grammar and Mechanics</td>
<td>Contains complete sentence. - Language used are all correct (spelling, grammar, punctuations and capitalization)</td>
<td>Contains 1 or 2 incomplete sentences. - There are 1 or 2 errors in language used (spelling, grammar, punctuations and capitalization)</td>
<td>Contains 3 or more incomplete sentences. - There are 3 or more errors in language used (spelling, grammar, punctuations and capitalization)</td>
<td></td>
</tr>
</tbody>
</table>
A. **Directions:** Read carefully each item. Use a separate for your answers. Write only the letter of the best answer for each test item.

1. Writing is a process that uses symbols to ________________.
   A. Communicate thoughts and ideas to give confusion
   B. Communicate thoughts and ideas to damage one’s morale
   C. Communicate thoughts and ideas in a readable form
   D. Communicate thoughts and ideas in a confusing form

2. Writing is known to be __________________________.
   A. Simple         B. Compound     C. Complex    D. Compound – Complex

3. What is being utilized for the expression of one’s creativity?
   A. Beauty and Creativity
   B. Beauty and Dynamism
   C. Beauty and Flexibility
   D. Beauty and Intelligence

4. What is provided to readers when ideas are permanently marked through writing?
   A. Amusement in reading
   B. Amusement and enjoyment in reading
   C. Understanding of facts and valid pieces of information
   D. Both A and B

5. What writing stage where there is the elucidation of details and ideas?
   A. Pre – Writing
   B. During the Writing / Drafting Stage
   C. Post Writing
   D. Revision
6. What must be checked and corrected in the post - writing stage?
   A. The explored topics and ideas
   B. The elucidated details and ideas
   C. The consistencies of the content and mechanics
   D. The inconsistencies of the content and the mechanics

7. How outlining could help in forming a narrative like travelogue for example?
   A. By giving confusion and a lot of work to do for the writer
   B. By organizing the thoughts to be written especially if the narrative is full of subtopics
   C. By arranging what comes first in the narrative
   D. Both B and C

8. Which of these could help a writer focus to do his draft?
   A. Content       B. Mechanics       C. Structure   D. Both A and C

9. The ____________ is the one that will orient the reader to what follows within the paragraph.
   A. Text Sentence
   B. Thesis Statement
   C. Topic Sentence
   D. Supporting Sentence

10. What happens when a writer will focus on the mechanics rather than content during the drafting stage?
    A. The whole narrative will become perfect in terms of grammar and spelling.
    B. The thought and ideas will not be logically developed as it would give confusion to readers
    C. The flow of the narrative will not become effective
    D. There will be no revision to be done
B. Directions: Answer the following questions briefly in 2 – 3 sentences. Use a separate sheet of paper.

1. Why is it necessary that when you write a narrative you should have a clear thesis statement?

5 – Point Writing Rubric

5
Ideas: Outstanding content, full of intriguing details, clear, focused
Organization: Compelling and seamless organization, easy to follow
Voice: Extremely expressive, explodes with energy, hard to put down
Word Choice: Consistent use of vivid verbs, words paint a picture, precise
Conventions: Outstanding grasp of conventions – revised, edited and correct

4
Ideas: Strong content, clear, focused
Organization: Purposeful organization, easy to follow
Voice: Expressive, sincere, engaging – often brings subject to life
Word Choice: Frequent use of vivid verbs, often precise
Conventions: Strong grasp of conventions – very few errors

3
Ideas: Adequate content, usually clear, focused
Organization: Predictable organization, generally easy to follow
Voice: Expressive, sincere, functional voice
Word Choice: Predominant use of functional words – needs more imagery
Conventions: Good grasp of conventions, readable with few errors

2
Ideas: Limited content, somewhat unclear but has a discernible focus
Organization: Weak and inconsistent organization, hard to follow
Voice: Limited expression, rarely brings the subject to life
Word Choice: Words are rarely vivid, clear or precise
Conventions: Frequent errors in writing conventions, affects readability

1
Ideas: Very limited content, unclear, topic not defined
Organization: Awkward, disjointed, very hard to follow – no flow
Voice: Impersonal, no apparent voice to bring the subject to life
Word Choice: Words lack clarity and are ineffective or overdone
Conventions: Frequent errors in writing conventions, seriously affects readability
References

Printed Materials:


Website:

Tips for Writing an Excellent Travelogue: Retrieved July 23, 2020 from https://www.freelancingwriting.com

Definition of Writing: Retrieved July 23, 2020 from https://wwwdefinitions.net/definition/writing

What is Writing?: Retrieved July 25, 2020 from https://msu.edu/course/cep/886/writing


Definition of Thesis Statement: Retrieved July 24, 2020 from writingcenter.unc.edu/tipsandtools/thesisstatement
Appendix A

<table>
<thead>
<tr>
<th>Place</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher’s Camp (Romulo Hall)</td>
<td>Home during the Congress</td>
</tr>
<tr>
<td>Public Market</td>
<td>Bought some souvenirs like bulol for friends and loved ones</td>
</tr>
<tr>
<td>Mall</td>
<td>Spotted some views like the Baguio cathedral and the University of Cordillera</td>
</tr>
<tr>
<td>Burnham park</td>
<td>Went around to see what is on the park while devouring banana cue for snacks</td>
</tr>
<tr>
<td>Center Park</td>
<td>Had a half–body massage</td>
</tr>
<tr>
<td>Session Road</td>
<td>Had a night walk a visit to bar to have a short drinking spree</td>
</tr>
<tr>
<td>Mines View Park, Wright Park, Bencab Museum, Diplomat Hotel, Laperal House</td>
<td>Visited with the family during the second visit</td>
</tr>
</tbody>
</table>

FOREVER “BAGUIO – ED” ON MY MIND

Bernard Liwag

I was already in my early 20s when I first saw the City of Pines. As I could not have afforded to travel in earlier years, I waited until I found a job and could finally afford to pay for my own transportation fare. The opportunity came when I, together with a colleague in the public school where I used to teach, was invited to a three – day Teachers Congress in Baguio. My companion had been to Baguio several times in the past, so he was not so excited as I was when we received the invitation. I believe he tried to suppress a smile when I intimated that it was my first time to go there, as if to suggest that I had missed half of my life.

We were billeted in Teacher’s Camp, a big complex of buildings for transients built by Americans in the 1900s. we stayed in Romulo Hall, one of the earliest and most well – preserved structures in the area. During one of our dinners, some of my fellow attendees exchanged stories about ghostly apparitions – of a lady dressed in white, a Caucasian – looking soldier dressed in colonial military uniform, of spooky shadows in the washrooms. Although I am an obdurate nonbeliever in ghosts, the stories easily piqued my interest. I did not see any ghost, but I did not get numb, not with fear but with cold while taking a quick shower.

The next day, the session ended rather early so my friend and I went to the public market to buy some souvenirs for our friends and loved ones in Manila. For this first t – timer, taking the non – air-conditioned Baguio cab was exhilarating. I was looking around the whole time I was
inside the cab, marveling at the houses that were precariously standing on the edges of cliffs.

When we reached the marketplace, we wasted no time walking about. Although Baguio is well – known for its ukay – ukay (that is, handed – me – down clothes which, if one is lucky, could be signature brands), I did not buy any, thinking that I could buy ukay – ukay clothes almost anywhere in the NCR. Instead, I bought two miniature versions of bulul, a wooden figure used by the Igorots to guard their rice crops. One was squatting while the other was standing and holding a spear and a shield. The cultural student in me was trying to figure out how icons sacred to the Igorots could become commodified as souvenir items. I also bought eight small clay jars, not bigger than the palm of one’s hand and sold at Php 5 each to serve as my display items at home.

We also went to a relatively big mall, the type I had never seen before. While malls in Manila are comfort zones for denizens wanting to escape from the heat of the city’s brutal and unmerciful summer, this big Bagiuo mall has no air – conditioning unit, with the city’s sleep – inducing breeze as its natural source for ventilation. From the second – and third floor balconies, I was able to get a panoramic view of the city – of the Baguio Cathedral, of the University of Cordilleras, of parks dotted with pine tree, of rocky hills enveloped in fog and mist.

Any first – timer should not miss strolling around Burnham Park. Now on my own (because my co – teacher chose to take a nap instead), I enjoyed going around the park without sweating so much. The temperature was probably 15 degrees Celsius or thereabouts. And although I did not try the rowboat, simply watching the young and old (perhaps some were from Manila like me) enjoy their time on the human – made lake could already be a source of delight for any observer. For snacks, I devoured two sticks of banana cue. I walked around again after eating and tried a ten – minute, half – body massage service at the center of the park.

At night, my peripatetic friend and I walked down the Session Road and ended up in open – air eatery near the public market where we wolfed down grilled hito while guzzling some beer. A few bottles, we continued our drinking in a wholesome bar just a few steps away, where we also sang our hearts out like spoiled, pleasure – seeking bachelors until 2 in the morning.

On reaching Teachers Camp around 3, I hit my bed and caught a few hours of sleep before coming back to Manila. While the Cubao – bound bus was weaving its way along Marcos Highway, I promised to go back.

I immediately fell in love with Baguio --- so in love that since then, I have made it a point to go back to the City of Pines at least once
every year, this time with my wife and daughter. Since then, I have also visited the other tourist spots – Mines Vies Park, Wright Park, the Bencab Museum; and, upon the insistence of my seven-year-old brat, haunted buildings like the Diplomat Hotel and Laperal House.

Even if I visited some of the Baguio spots more than once, I have not grown tired of them. Every Baguio experience, to me, is always unique and memorable.

The Baguio Public Market

The man – made lake

Session Road
**Key Answers**

**Target**

**Jumpstart**

**Assessment**
1. Topic Sentence
2. Outline
3. Organize and Develop Ideas
4. Text Topic
5. Supporting Sentence

**Gauge**