AIRs - LM in Creative Nonfiction
Module 5
HUMMS - Creative Non-Fiction
Module 5
First Edition, 2020

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La Union Schools Division
Region I

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Creative Non-Fiction
Module 5
Creative nonfiction can be described as a hybrid genre that pulls in elements of fiction (literary techniques), the writer’s perspective, and factual information. It is a concept that offers great flexibility and freedom, while adhering to the basic tenets of nonfiction writing. In creative nonfiction, writers can be poetic and journalistic simultaneously.

In your previous lesson, you are done with writing a draft of a short piece using the literary conventions of genre.

This module will let you evaluate other’s drafts based on:
1. Clarity of idea
2. Appropriate choice of literary element
3. Appropriate use of the element
4. Effective combination of the idea and the chosen literary element

After going through this module, you are expected to:

Revise the draft of a short piece using any of the literary conventions of a genre (e.g. plot for narrative piece)
The students are evaluating each other’s drafts to improve overall learning by helping them become better readers, writers, and collaborators.

In Module 4, you are done with writing a draft of a short piece using the literary conventions of genre.
Activity 1: Agree or Disagree!

Anticipation Reaction Guide

Direction: The following statements enable you to gauge your level of understanding about clarity of ideas and the literary elements of Creative Nonfiction. You are required to agree or disagree with each of the following statements. You will answer the activity in a separate sheet of paper divided into two columns. The first column will be labeled Before the module study and the second column will be labeled After the module study. Place a check mark (√) on the Before the Module Study column if you agree with the statement and a cross (X) if you do not agree. Leave the After the Module Study column for you will answer it in the later part of this module.

<table>
<thead>
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Activity 2: Open Notes!

Direction: Recall the literary elements of Creative Nonfiction and their definition that you are aware off. Write your answers in a separate sheet of paper.

Notes Box

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Activity #3: Fill Me!
Direction: Fill the following graphic organizer with the three (3) best ideas to make your narrative written output clear. Give an example to illustrate your idea. Use a separate sheet of paper for your answer by copying the graphic organizer in it.
1. How to make our ideas clear in creative nonfiction?

   Clear writing is a writing that readers can follow. It’s okay to make readers work through the *implications* of what you’re saying, but it’s not okay to make them piece together what you’re saying in the first place. Readers must easily understand every point.

We’ll explore two tools for increasing clarity:

<table>
<thead>
<tr>
<th>Simple sentences</th>
<th>Examples and Counterexamples</th>
</tr>
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</table>

**Simple Sentences**

- You use plain phrasing.
- You use fewer ideas per sentence.

*Use plain phrasing where possible.*

Here’s a sentence with *complex* phrasing:

"The obstacle facing media organizations is to chart an economically sustainable course through a landscape of commodity journalism." Let’s rewrite that sentence plainly:

"News companies are having a hard time staying in business because anyone with a blog or Twitter account can report the news now."

Simplify your sentences without dumbing down your ideas.

*Use fewer ideas per sentence.*

Consider this bad paragraph:

"There is a fast-growing collection of data describing the structure and functional capacity of human gut bacteria in a variety of conditions. Ongoing efforts to further characterize the multitude of functions of gut bacteria and the mechanisms underlying its interactions will provide a better understanding of the role of the microbiome in human health and disease."

Let’s rewrite it:

"There’s a lot of research on gut bacteria. We’re quickly learning what roles bacteria play and how they interact with each other. Researchers want to better understand how these bacteria affect our overall health."
The original paragraph's sentences contained two ideas each. That’s a problem. Your brain interprets the meaning of a sentence after it’s done reading it. So, the longer the sentence, the more details you hold in your head at once. That makes understanding a complex point even harder.
Don't be mean to your readers. Make it effortless to read your words.

Beware rephrasing
When authors restate a point, they point it out:
“In other words…”
“That is to say…”
“Put another way…”
These are often red flags: the point that came before needed to be rephrased to be understood.
Instead, delete the rephrasing and reword the original statement to be self-evident: use plain wording and use fewer ideas per sentence.
If simplification can’t achieve the necessary clarity, it’s time to provide examples.

Provide examples
Providing examples is another tool for improving clarity. Examples make abstract statements specific. Your brain best remembers things this way.
A few tips for providing examples:

- Provide before and after examples, or counterexamples, to clarify what you don’t mean. Help readers orient themselves on a spectrum of right and wrong.
- If you make examples fun and topical, readers pay more attention.
- Examples with many moving parts should be diagrams.
- Don’t waste time with examples if you’re confident your point was self-evident

Takeaways for clear writing

- If you write something unclear, you’re writing for an audience of one: yourself. You might as well be writing in your diary.
- Instead, be clearer than you think is necessary. Use simple wording, use simple sentences, and provide examples.
- Simple language doesn’t weaken your writing. It strengthens your points by helping what matters stand out.
2. What are the elements to choose from when writing nonfiction?

a. Reflection

The subjects in this genre usually center on events of personal significance to the writer. For this reason, narrative nonfiction commonly exhibits elements of narrative reflection—writers provide their thoughts and views on the events and experiences that have colored their lives. Writers may also comment on the manner in which these experiences and people have influenced other aspects of their lives. In such cases, works of narrative nonfiction resemble the nonfiction genres of memoir or the personal essay because they serve as a platform for the writer’s personal views and opinions.

b. Accuracy and Research

First and foremost, writers of narrative nonfiction base their stories on real events. Although narrative nonfiction typically reflects on the personal experience of the writer, a writer must accurately convey the people, places, and events that occur within the narrative. As a result, a writer may need to conduct extensive research so as not to compromise the truthfulness of the events and people discussed. Writers must fluidly and creatively blend accurate, researched-based details with narrative story-telling techniques.

The biography is another type of nonfiction that overlaps with narrative nonfiction as far as attention to facts. Like writers of narrative nonfiction, writers of biographies research details to ensure that their work is truthful and accurate. Unlike biographies, however, narrative nonfiction provides writers with more creative license to depict people, places, and events.

c. Characterization

Similar to characters in a fiction narrative, characters in a work of nonfiction can be dynamic and undergo meaningful growth and change. The author may recall a memory of a person and use personal perception to further develop the character. The flexibility of the narrative nonfiction genre allows the writer to fictionalize or blur certain elements of a character or event. Because a writer doesn’t know the full and truthful motives or thoughts of a person, this genre gives license for writers to develop and fictionalize certain features of an actual person.

Writers may use engaging dialogue to make characters distinct from one another and grant them a degree of individuality. Narrative nonfiction allows the writer to develop a particular conflict (such as character versus society) for characters that may simplify or not precisely portray the person’s actual life.
d. Plot
The plot of a narrative nonfiction work may follow the structure of a fictional novel, starting with the element of exposition and moving on to rising action, climax, falling action, and resolution. This narrative structure allows the writer to bring cohesion and resolution to real-life events that may not have been so clearly defined.

e. Narration and Point of View
Sometimes works of nonfiction, like biographies, may chronicle the life of a person over a span of years. In narrative nonfiction, writers use techniques such as time sequencing to jump to or between critical parts of the story. The writer may also use flash-forward or flashback to move through the plot. Narrative pacing also enables writers to slow down or speed up the pace of the story to emphasize critical moments.

As with other narrative forms, writers of narrative nonfiction can use different narrative point of views, but first person and third person are the most common. First-person narration enables writers to express their personal views about real-life people and events. In third person, the perspective is limited for writers because they cannot accurately understand the internal thoughts and motivations of the real people represented by their characters. Instead, writers must use what they've learned or observed about the actual people to develop the characters and events.
Explore

**Enrichment Activity 1: Am I Clear?**

Write the letter of the clearer statement in a separate sheet of paper.

1. a. Extra-solar planet systems can be formed in two ways. In the first, a terrestrial mass planet forms in the inner disk, while a gas giant forms beyond the snow line. During the inward migration of the gas giant, the terrestrial planet is captured in a mean motion resonance where it remains until migration ceases. In the second, a gas giant can migrate through a disk of planetismals (minute planets). This results in mean motion resonances with the gas giant sweeping through the disk of planetismals, causing material to be either scattered out of the system or captured into these resonances.

   b. Extra-solar planet systems can be formed in two ways: the first is when a terrestrial mass planet forms in the inner disk, while a gas giant forms beyond the snow line, causing the terrestrial planet to be captured in a mean motion resonance during the inward migration of the gas giant where it remains until migration ceases. Alternatively, a gas giant can migrate through a disk of planetismals, resulting in mean motion resonances with the gas giant sweeping through the disk of planetismals, causing material to be either scattered out of the system or captured into these resonances.

2. a. The current upsurge in stakeholder dissatisfaction with the outcomes of local government decision-making is at least partially a consequence of the predilection against long term planning.

   b. The current rise in stakeholder dissatisfaction with local government decisions is at least partly due to the lack of long term planning.

3. a. Just as we see the events of the novel through Jane’s eyes, we only learn the story of Mr. Galvez and Berta through what Mr. Galvez tells Jane, which Jane then tells the reader. As Berta’s voice is excluded, it is easy to believe Mr. Galvez’ version.

   b. Just as the events of the novel are shown to us through Jane’s eyes, we only learn the story of Mr. Galvez and Berta through what Mr. Galvez tells Jane and Jane tells the reader. As Berta’s voice is excluded, Mr. Galvez’ version is easily believed.
4. a. Measurement of scanner performance can be achieved through examination of four criteria: resolution, bit-depth, dynamic range and software.
b. Scanner performance can be measured by examining four criteria: resolution, bit-depth, dynamic range and software.

5. a. Breitman argues that when Eichmann and Dannecker talked of a “final solution” in 1941, they must have intended mass murder. He claims that, as Heydrich had submitted a proposal to Hitler before the end of January, this must have been when the Final Solution was concretely adopted.
b. Breitman argues that because Eichmann and Dannecker talked of a “final solution” in early 1941, this must have meant that they intended a program of mass murder. He substantiates this claim by pointing out that Heydrich had submitted a proposal to Hitler before the end of January; therefore, this must have been the time that the Final Solution was concretely adopted.

Assessment Activity:
**Direction:** Write the CAPITAL letter of your answer in a separate sheet of paper.

1. People have different ways of learning. Some are better at making mental pictures of new ideas. Others are more comfortable with writing lists of things to memorize. Certain people can learn best when listening to music, while others need silence to concentrate. Which of the following is the main idea of the passage?
   A. Mental pictures help many to learn.
   B. Some people prefer lists to making mental pictures.
   C. To learn well you need to be comfortable.
   D. Different individuals have different ways of acquiring information.

2. If you hold a piece of copper wire over the flame of a wooden match, heat will be conducted by the copper wire to your fingers, and you will be forced to drop the wire. You will, however, still be able to hold the match because wood is a poor conductor of heat. Which of the following is implied in the passage above?
   A. Copper is a good conductor of heat.
   B. Matches should be made of copper.
   C. Wood and copper conduct heat equally.
   D. Wood is an excellent conductor of heat.
3. Cesar Chavez was an influential leader for farm workers. He fought for their rights and better working conditions. Chavez led many strikes that angered farm owners. Eventually he succeeded in getting increased wages and better living situations for farm workers. The passage indicates that Chavez changed lives by _____.
   A. fighting for the rights of farm owners
   B. helping to end the farm workers’ strikes
   C. improving the conditions for farm workers
   D. working on the farms every day

4. Many people own different pets. Dogs, cats, birds, and fish are common household pets. Others’ pets are considered to be exotic animals. These include snakes, lizards, and hedgehogs. According to the passage, snakes are_____.
   A. found only in zoos
   B. to be found in a household with dogs
   C. uncommon pets
   D. not allowed in people’s homes

5. When cartoonist Charles M. Schulz was a boy in elementary school, other boys teased him for being small and not very good at sports, and his art teacher told him he had no talent for drawing. He had few friends and was too shy to talk to a red-haired girl he admired. Later in life, Schulz used his childhood experiences in his comic strip Peanuts: the strip’s main character, the sad and lonely Charlie Brown, represents Schulz as a little boy. Peanuts was unique at the time because it contained no adult characters. Readers fell in love with Charlie Brown, and Peanuts eventually became one of the most popular comic strips of all time. What is the main idea of the passage?
   A. Peanuts was the world’s most widely read comic strip.
   B. Schulz was a very famous cartoonist.
   C. Schulz turned the pain of his youth into success as an adult.
   D. The comic strip Peanuts featured children as its only characters.

6. Before giving first aid to an accident victim, you should obtain his or her consent. Asking for consent takes a simple question. Say to the victim, “I know first aid, and I can help until an ambulance arrives. Is that okay?” According to the passage, it is wrong to _____.
   A. use first aid on an accident victim without medical training
   B. attempt to help an accident victim without permission
   C. help a victim before an ambulance arrives
   D. call for an ambulance instead of helping the victim

7. Dr. Ellen Ochoa is an inventor and is also the first female Hispanic astronaut. Her inventions include technology to help robots inspect equipment in space to maintain safety and quality control on spacecraft. Before retiring, she logged more than 1,000 hours in space across several space missions. According to the passage, Dr. Ochoa is the first _____.
   A. Hispanic person to travel into space
   B. inventor to travel into space
   C. woman to travel into space
   D. Hispanic woman to travel into space
8. Dogs and cats make very different types of pets. Before deciding whether to buy or adopt a dog or a cat, prospective owners need to carefully consider their own lifestyles and personalities. Dogs may make more affectionate companions, but they require more care and attention. They must be taken out several times a day and should not be left alone for more than a few hours. Larger dogs require significant exercise to remain fit and healthy. Cats are usually more independent in nature and interact less with their owners. Also, a cat can be left on its own all day, or even for several days, as long as it has food and clean water to drink. From this passage, a reader can conclude that _____.
   A. owning a cat requires less work than owning a dog
   B. people who are away from home during the day should not own a cat
   C. people who like to play with their pets should own a cat
   D. owning a cat is more responsibility than owning a dog

Enrichment Activity 2: Arrange Me!

Direction: If you are to arrange the sentences to form a comprehensive paragraph, what could be the arrangement? Write the CAPITAL LETTER of your answer in a separate sheet of paper.

1. 1. There was desultory conversation, but after a while, a silence fell and we sat waiting, waiting---waiting.
   2. Every chair was filled and some patients were standing.
   3. Finally an old man stood up and remarked, “Well, I guess I’ll go home and die a natural death.”
   4. I had been sitting in the doctor’s waiting room for a long time.
   A. 1234  B. 3241  C. 3124  D. 4213

2. 1. If you get a present that does not interest him, then your choice of a gift is a poor one.
   2. If you select something that he can enjoy or use, he will appreciate it.
   3. Whatever the occasion, you should remember what a person likes when you buy him a present. That way you can buy an appropriate gift.
   4. Whenever you buy a gift, you should always consider the interests of the receiver.
   A. 1234  B. 3241  C. 3124  D. 4321

3. 1. A computer is basically a machine that can make extremely fast calculations, millions of them a second, and can store facts in its electronic memory to use in those calculations.
   2. For if the programming is wrong, then the answers will be wrong.
   3. However, computers can only do what they are told to do. They must be instructed or “programmed.”
   4. It is said, with some justice, that a computer is no better than the person who runs it.
   A. 2134  B. 1342  C. 3124  D. 4321
4. It shovels information at us in such quantities so relentlessly and with such impact, we believe it instead of believing our own guts.
2. Television has lied to us about ourselves.
3. We find it harder to understand each other.
4. We find it harder to understand ourselves.
A. 3412 B. 1342 C. 3124 D. 2134

5. Allow plenty of time to get ready so that you wouldn’t be late for your interview.
2. Before you leave the house, check whether you have a pen or an extra personal data sheet.
3. Dress appropriately and observe proper grooming to create a good impression.
4. To prepare for an interview, sleep early in order to be at your best, both physically and mentally.
A. 1324 B. 2134 C. 3421 D. 4132

6. If you have a green thumb, the rewards are two-fold.
2. If you intend to spend your lazy afternoon in quiet, placid hobbies, gardening would be your best choice for such leisure time.
3. It relaxes you through your communion with nature.
4. There is no joy comparable to that of harvesting your own crop and setting it on the table for all to see and enjoy.
A. 1243 B. 2134 C. 3124 D. 4321

Enrichment Activity 3: Simplify Me!

Direction: Choose the best paraphrase from each set of choices. Write the CAPITAL LETTER of your answer in a separate sheet of paper.

1. Of the 138 million acres of land that Native Americans owned in 1887, 90 million acres were taken away by whites by 1932.
   A. Native Americans owned 138 million acres of land in 1887, whereas whites had only 90M acres.
   B. In 1932 alone, the white settlers took 90 million acres of land that belonged to Native Americans.
   C. By 1932, Native Americans had lost almost all of their land.
   D. Native Americans owned in 1932 a little more than half of the land they had owned in 1887.

2. Martha thinks that the issue of adolescent problems is important to write about.
   A. Martha believes that the dream of most adolescents is to write something important.
   B. Martha thinks that adolescents like to write about their problems.
C. Martha feels that writing about adolescent problems is worthwhile.
D. Martha thinks that adolescents can write about their problems.

3. Research data suggest that girls who witnessed maternal abuse may tolerate abuse as adults more than girls who did not.
   A. Women who witnessed the abuse of their mother as teens are more likely to become abusive adults.
   B. Women who observed the abuse of their mothers when they were young are more likely to endure abuse themselves.
   C. Girls who testify about maternal abuse tolerate abuse as adults more readily.
   D. Women who were abused as children are more likely to abuse their own children.

4. A woman who was nominated by the president to head the department was quickly approved by the board of trustees.
   A. The board of trustees agreed with the president to appoint a woman head of the department.
   B. The president quickly approved the decision of the board of trustees.
   C. The woman and the president approved the decision of the board of trustees.
   E. The board of trustees approved the woman's interest in being head of the Department.

Deopen

Activity 1: Quick Quotable

Directions: Use a separate sheet of paper for your answers on this activity.

a. On the left side of the column, write five (5) to six (6) of your most favorite quotes from people you admire. Write the author's names below them.

b. In the adjoining column (middle), write your interpretation of the quote and why it appeals to you.

c. If you are feeling good about it, write down why you consider it a great quote and write your own ideas about it that are important to you in the last column (right).
Activity 2: Daring Doodles

I am challenging you to draw your understanding of the concept “CREATIVE NONFICTION.” The scoring rubric on the next page will be used in assessing your outputs.
### Rubric for the Drawing

<table>
<thead>
<tr>
<th>Category</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
</tr>
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<tr>
<td><strong>Drawing</strong></td>
<td>Drawing is expressive and detailed. Shapes, patterns, shading/texture are used to add interest to the drawing. Student has great control and is able to experiment.</td>
<td>Drawing is expressive and somewhat detailed. Little use has been made of pattern, shading, or texture. Student has basics, but had not “branched” out.</td>
<td>Drawing has few details. It is primarily representation with very little use of pattern, shading or texture. Student needs to improve control.</td>
<td>The drawing lacks almost all detail or it is unclear what the drawing is intended to be. Student needs to work on control.</td>
</tr>
<tr>
<td><strong>Design/Composition</strong></td>
<td>Student applies design principles(unit y, contrast, balance, movement, direction, emphasis, and center of interest) with great skill.</td>
<td>Student applies design principles(unit y, contrast, balance, movement, direction, emphasis, and center of interest) with fair skill.</td>
<td>Student applies design principles(unit y, contrast, balance, movement, direction, emphasis, and center of interest) but the overall result is not pleasing.</td>
<td>The student does not appear to be able to apply most design principles to his/her own work.</td>
</tr>
<tr>
<td><strong>Creativity</strong></td>
<td>The artwork demonstrates a challenging level of production and creativity as well as outstanding problem solving skills.</td>
<td>The artwork demonstrates a satisfactory level of production and creativity as well as logical problem solving skills.</td>
<td>The artwork demonstrates a basic level of attention to production, creativity, and problem solving skills.</td>
<td>The artwork demonstrate very little attention to production, creativity, and problem solving skills.</td>
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**Total Score**

Comment/s:

______________________________________________________________________________
Activity 1: Work It Out!

Direction: Read and answer carefully. Use another sheet of paper for your answers.

a. Write your opinion on the situation given. If you are to choose two (2) literary elements to be used in your output in Creative Nonfiction, what would they be and why?
b. Apply these literary elements you have chosen to make an output.
c. Read your output silently. Do you think you used the appropriate literary elements in your output? Justify your answer.
d. Was there an effective combination of the idea and the chosen literary element/s? Justify your answer.
e. Exchange output with one of your classmates. Judge/Assess his/her output by answering the same set of questions starting from c to d.

Activity 2: Let’s Talk it Over!

Direction: Discuss the importance of having clear ideas when writing creative nonfiction. Write your answer in a separate sheet of paper.

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____________________________________________________________________________________
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**Activity 3: Agree or Disagree!**

**Anticipation Reaction Guide**

**Direction:** The following statements enable you to gauge your level of understanding about clarity of ideas and the literary elements of Creative Nonfiction. You are required to agree or disagree with each of the following statements. You will answer the activity in the same separate sheet of paper that you used earlier. Place a check mark (✓) on the After the Module Study column if you agree with the statement and cross (X) if you do not agree.

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APPENDIX A

Key Answer

Enrichment Activity 1

1. B
2. B
3. B
4. B
5. A

Assessment Activity

1. D
2. C
3. C
4. C
5. C
6. B
7. D
8. A

Enrichment Activity 2

1. D
2. D
3. B
4. D
5. D
6. B

Enrichment Activity 3

1. B
2. C
3. B
4. A
REFERENCES

Printed


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