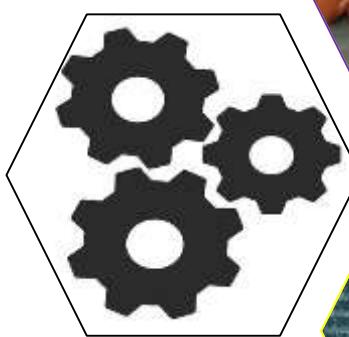


# Creative Writing



## **Creative Writing**

**Quarter 1 – Module 5: Reading Closely as Writers with a Consciousness of Craft**  
**First Edition, 2020**

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# Creative Writing

Quarter 1

## Self-Learning Module 5

Reading Closely as Writers with a  
Consciousness of Craft



# Introductory Message

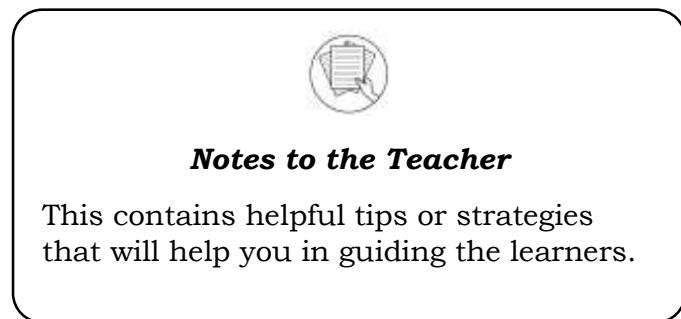
For the Facilitator:

Welcome to the Creative Writing Self-Learning Module on **Reading Closely as Writers with a Consciousness of Craft.**

This Self-Learning Module was collaboratively designed, developed, and reviewed by educators from the Schools Division Office of Pasig City headed by its Officer-in-Charge Schools Division Superintendent, Ma. Evalou Concepcion A. Agustin, in partnership with the City Government of Pasig through its mayor, Honorable Victor Ma. Regis N. Sotto. The writers utilized the standards set by the K to 12 Curriculum using the Most Essential Learning Competencies (MELC) in developing this instructional resource.

This learning material hopes to engage the learners in guided and independent learning activities at their own pace and time. Further, this also aims to help learners acquire the needed 21st-century skills especially the 5 Cs, namely: Communication, Collaboration, Creativity, Critical Thinking, and Character while taking into consideration their needs and circumstances.

In addition to the material in the main text, you will also see this box in the body of the module:



As a facilitator, you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their learning. Moreover, you are expected to encourage and assist the learners as they do the tasks included in the module.

For the learner:

Welcome to the Creative Writing Self-Learning Module on **Reading Closely as Writers with a Consciousness of Craft**.

The hand is one of the most symbolized parts of the human body. It is often used to depict skill, action, and purpose. Through our hands, we may learn, create, and accomplish. Hence, the hand in this learning resource signifies that you as a learner is capable and empowered to successfully achieve the relevant competencies and skills at your own pace and time. Your academic success lies in your own hands!

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be enabled to process the contents of the learning material while being an active learner.

This module has the following parts and corresponding icons:



**Expectations** - This points to the set of knowledge and skills that you will learn after completing the module.



**Pretest** - This measures your prior knowledge about the lesson at hand.



**Recap** - This part of the module provides a review of concepts and skills that you already know about a previous lesson.



**Lesson** - This section discusses the topic in the module.



**Activities** - This is a set of activities that you need to perform.



**Wrap-Up** - This section summarizes the concepts and application of the lesson.



**Valuing** - This part integrates a desirable moral value in the lesson.



**Posttest** - This measures how much you have learned from the entire module.





# EXPECTATIONS

This is your self-instructional learner module in English 11. All the activities provided in this lesson will help you learn and understand: **Reading Closely as Writers with a Consciousness of Craft.**



## PRETEST

Direction: Identify the following terms. Choose your answer inside the box.

- |                      |                           |                |
|----------------------|---------------------------|----------------|
| a. Close Reading     | b. First Read             | c. Second Read |
| d. Third Read        | e. Annotate what you read |                |
| f. evaluate the text | g. outline the text       |                |

- \_\_\_\_\_ 1. It is the most challenging part of close reading.
- \_\_\_\_\_ 2. It is the process that entails reading and re-reading multiple times.
- \_\_\_\_\_ 3. It is the integration of Knowledge and Ideas.
- \_\_\_\_\_ 4. It includes the craft and structure of the text.
- \_\_\_\_\_ 5. It focuses on the key ideas and details of the text.



## RECAP

We have learned that Reading requires understanding, or comprehending, the meaning of the print text. Readers must develop certain skills that will help you comprehend what you read. Reading with a purpose helps the reader to direct information towards a goal and focuses their attention. Reading also is the complex process of decoding symbols to derive meaning.





# LESSON

The process of writing an essay usually begins with a close reading of a text. Of course, the writer's personal experience may occasionally come into the essay, and all essays based on the writer's observation and knowledge.

## Close Reading

- The process entails reading and re-reading multiple times. It's a careful and purposeful rereading of a text. It's an encounter in the text where readers focus on what the author had to say, what the author's purpose was, what the words mean, and what the structure of the text tells us.
- The careful, sustained interpretation of a brief passage of a text. A close reading emphasizes the single and the particular over the general, effected by close attention to individual words, the syntax, the order in which the sentences unfold ideas, as well as formal structures.
- A thoughtful, critical analysis of a text. It focuses on significant details or patterns which develop a deep, precise understanding of the text's form, craft, meanings.

## The Importance of Close Reading:

- ✓ it ensures that students glean specific and comprehensive understanding from even very difficult. It helps defend against "gist" readings-interpretations and discussions that are based on the text.
- ✓ it allows the students to read text that is over their heads. If students can read and learn from what is challenging and unfamiliar the world is open to them if they are intimidated by texts that could enlighten them, their horizons are limited.
- ✓ it develops "language sense". It develops in students an "ear" for word, syntax, rhythm, structure that is applicable across texts.



## **Steps in Close Reading...**

There is no specific sequence in a close read: these steps are meant to generally guide you in crafting a lesson that scaffolds students and focuses on increasingly complex text-dependent questions.

- 1) **First Read: Key Ideas and Details:** Set the purpose for reading and read the text as independently as possible. Focus on the key ideas and details on the text, making sure that readers know the main idea, story elements, or key details that the author includes. The first read should be without building backgrounds: students should be integrating their background knowledge with the text as they read.
- 2) **Second Read: Craft and Structure:** Select a portion or chunk of the text. It includes complex elements or ideas that you should explore to arrive at a deep understanding of a text. It includes vocabulary choices, text structure, or text features that the author included.
- 3) **Third Read: Integration of Knowledge and Ideas:** The third close reading of a text should go even deeper, requiring students to synthesize and analyze information from several texts or media. You may record your ideas on sticky notes, graphic organizers, or thinking sheet.

## **Discussion Modelling No.2**

### **WAYS TO INTERACT WITH THE TEXT**

Chunk the text: Breaking up the text into smaller sections (or chunks) makes the page more manageable for students. The students do this by drawing a horizontal line between paragraphs to divide the page into smaller sections. It is important to understand that there is no right or wrong way to chunk the text, as long as you can justify why you grouped a certain paragraph.



1. Annotate what you read. One of the best ways to interact with the writer is to write in the text. You can underline, circle, highlight words, phrases, or sentences that contain important details, or you can write marginal notes. There are no clear and definite guidelines in annotating the text.
2. Outline the text you need to identify the main points of the writer and list them down so you can also identify the ideas that the writer has raised to support his/her stand. You don't necessarily have to write a structured sentence or topic outline for this purpose: you can just write in bullets/ number
3. Summarize the text. Aside from outlining, you can also get the main points of the text you are reading and write its gist in your own words. This will test how much you have understood the text and will help you evaluate it critically. A summary is usually one paragraph long.
4. Evaluate the text. The most challenging part is the process of evaluating what you are reading. This is the point where annotating, outlining, and summarizing will be helpful. When you evaluate a text, you question the author's purpose and intentions, as well as his/her assumptions in the claims. You also check if the arguments are supported by evidence and from credible resources.



## ACTIVITIES

Directions: Identify the following terms. Choose your answer inside the box.

- |                      |                           |                |
|----------------------|---------------------------|----------------|
| a. Close Reading     | b. First Read             | c. Second Read |
| d. Third Read        | e. Annotate what you read |                |
| f. evaluate the text | g. outline the text       |                |



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- \_\_\_\_\_ 5. It focus on the key ideas and details on the text.



## WRAP-UP

Based on your understanding of the lesson, complete the given statement:

I have learned/discovered that close reading is: \_\_\_\_\_

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## VALUING

By doing a close reading, students are able to read deeper into a text and analyze, interpret, and infer using a variety of literary skills. When you close read, you are understanding the purpose of reading that text.



## **POSTTEST**

Directions: Choose the word that will complete each sentence. Write the letter of the answer on the space provided.





## KEY TO CORRECTION

Pretest	Activity	Posttest
1. F	1. Outlining the text	1. B
2. A	2. Summarizing the text	2. C
3. D	3. Close Reading	3. C
4. C	4. Third Read	4. B
5. B	5. Second Read	5. A

## References

“Close Reading.” Wikipedia. Wikimedia Foundation, May 12, 2020. [https://en.wikipedia.org/wiki/Close\\_reading](https://en.wikipedia.org/wiki/Close_reading).

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