

FCAs for Emergent Writers

Can we use focus correction areas with emergent writers? Yes. There are times when teachers want even their young pre-writers and beginning writers to get ideas down in a more formal way. Rather than the quick, informal writing done in Types One and Two, Type Three Writing involves more time, care, and thought. The focus correction areas used in Type Three Writing provide both guidance and accountability for beginning writers.

Many kindergarten and first grade teachers introduce focus correction areas to their emergent writers with symbols. By putting these symbols on students' papers, teachers remind students about specific accountabilities for their drawings or writing. Below are examples of symbolic FCAs that teachers use and some ideas for applying them to writing experiences. Copy and use these symbols, or create your own.*

Symbolic FCAs for Emergent Writers

Symbolic FCA

What It Means

Possible Writing Experiences



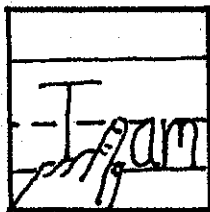
Big Picture – Your picture must be at least as large as your hand

- Draw a character from a story
- Show an event from a story or learning experience
- Show what you would do in a certain situation



of Colors – Use at least (4) realistic colors (add the appropriate number in the blank)

- Draw yourself doing a favorite activity
- Predict what you think will happen at the end of this story
- Draw a picture of someone following a class rule



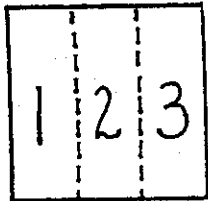
Space Between Words – Put a finger space between words

- Tell about your favorite game
- Describe something you like to do in a certain season of the year
- Tell how to solve the problem in the picture

* Permission is granted by the publisher to reproduce the symbolic FCAs for single classroom use.

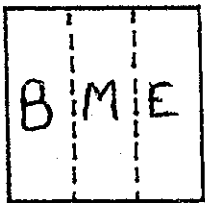


of Details – Give at least (3) details in your picture (add the appropriate number in the blank)

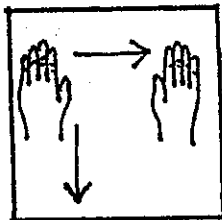


Ideas in Order – Give information in chronological order

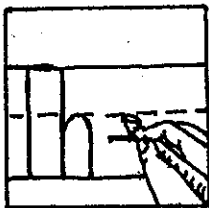
OR



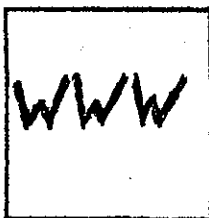
Beginning-Middle-End – tell the details from the beginning, middle, and end of the story



Left to Right/Top to Bottom



Best Handwriting – Careful Letter Formation



Spelling – All word wall words must be spelled correctly

- Describe your favorite character from the story
- Show (two) or more things a plant needs to grow
- Draw a picture of you at one of the class learning centers
- Show three things we did on the field trip
- Show how to do a certain activity
- Show the things we do each morning when we arrive at school
- Recall events from a story we have read
- Tell about a special day or event
- Describe two things in the classroom that are the shape of a square (or triangle, and so on)
- Tell things that you have learned about butterflies
- Tell what makes a person a good friend
- Describe the people who live with you
- Tell about your favorite part of the story
- Tell about what you did at the library (or at art)
- Tell how you made the *soup* (or *snowman* or *drawing* and so on)