

General Comments:

One shorthand way I have of describing *Tapestry of Grace* program is that it's method is "read—think—write." At all levels, students read deeply, think aloud (with mentors) about what they've read, and then write about what they've read and thought. This third step, writing, cements thoughts by requiring students to re-sift them and reorganize them, and then communicate them to a reader. Furthermore, to learn to write well and easily, there is no substitute for writing often and receiving feedback on that writing. The weekly writing assignments in *Tapestry* are considered "core" for these reasons. The *Tapestry of Grace* writing component seeks to make the mother's job as easy as possible so she can help her students build the crucial ability to communicate graciously and effectively on paper with readers.

Convincing you that your child needs to learn to write is easy. The problem that often confronts home schooling mothers is not "should I teach writing?" but "how do I teach writing?" Sometimes this is because moms lack basic training in writing skills themselves, and are thus poor writers: sometimes this is because, though they can write, parents aren't sure how to lead their students through the *process of learning* to write.

When I began to think about publishing *Tapestry of Grace*, I envisioned collecting all I'd learned from resources I'd read that taught me to teach my children to write, and summarizing that knowledge in one compact Writing Manual. I found that I could not do that, because of copyright infringements. Then, I discovered Write Source publishers and their fantastic line of handbooks. Here was the answer to my need as a curriculum developer, and, I believe, to yours as a mother who must first understand in order to teach. There are several wonderful reasons for me to highly recommend that you invest in Write Source handbooks:

1. Though they are written *to the student*, they will instruct *you* in helping your child accomplish the bite-sized, weekly writing assignments that, over time, will train your child to be a competent, if not excellent, writer.
2. Write Source books cover all the grades we need to teach. Though they are designed for age-graded classrooms, they can be used over a range of ages. This is perfect: we have a wealth of information developed right at our children's levels *and* the flexibility we need to save money.
3. Write Source books merge seamlessly with *Tapestry of Grace*, philosophically, because they're written to the student. Thus, they encourage that student to "take up his work and own it." In using the Write Source series, I encourage you *not* to buy one handbook to stretch among all grade levels. Can I entreat you to make sure that your child can use independently (maybe with *some* help, but not a lot) the Write Source handbook you buy?

While I am strongly recommending, with joy, the Write Source handbooks, execution of this Scope & Sequence does not *depend* on you owning them. Many of you are strong writers, or have taught writing to your other children for years. There are no page numbers for specific Write Source books referenced in this plan because this work is not dependent on, or derived from, the Write Source handbooks. In the chart below, I show what Write Source books will work best with this Scope & Sequence, but in no way are they *essential* to this work. Many other resources are fine tools for helping moms communicate what we call the "common body of information" concerning writing.

This leads me to my last point: I believe that the basic mechanics of writing, most genres of writing, and clear written communication are within the reach of almost all children. What I hope this Scope & Sequence (and the Year-Plan-specific assignments that flesh it out) will do is give moms one comprehensive plan for building, week by week, year by year, those basic skills and genres that children will need in order to function in the world. As Christians, our children will be called on to communicate through the written word. This program seeks to enable them to serve their readers and their Lord with clear, effective, gracious, thoughtful writing.

A few words about the charts, and how they're arranged:

The Scope & Sequence represents *one plan* for teaching the major genres and styles of writing to students in grades 1-12. This is not the only plan there is; it's not a definitive plan, it's simply one possible plan. Here's how *this* plan works:

- The common writing skills and genres are arranged into "levels"—12 of them. I do not call them "grades" but they correspond to what a strong student in corresponding grade levels could be reasonably expected to achieve. One reason they are arranged in "levels" is so that if your student is either delayed or advanced, you can jump between levels, according to his needs.
- Some genres and multi-week projects are repeated, but at a higher level of sophistication. For your sake, I've arranged it so that those students doing similar projects (like Newspaper writing) will be doing them during the same weeks: thus, they can enjoy collaborating and you only need learn one genre for all the students involved in doing these projects. (Please see the "**Summary Chart**" on the next page to get a better sense of this.)
- As with all *Tapestry* plans, feel released to "tinker." See a project in a Write Source book that catches your fancy? Do it! Your child would rather write a space fantasy than an historical one? Substitute! YOU remain the

Writing Scope & Sequence: Introductory Notes

teacher! YOU call the shots. My hope is that in having 12 levels of planned writing assignments spread before you, you'll have a place to start, and more confidence than you had without it. Enjoy!

Level	Fiction/Creative Writing*	Poetry/Plays/Speech/Presentations*	Building Writing Skills*
1	Story About Me (3)	<ul style="list-style-type: none"> • "Ancient World," "Colonial America," "Presidents," or "Space Race" books 	<ul style="list-style-type: none"> • Introduce 8 parts of speech • What is a sentence? • Types of sentences • Capitalization/Punctuation • Friendly Notes & Letters • Draw and Cluster • Cluster and Describe
2	Fables (4-5)	<ul style="list-style-type: none"> • Display board (5-7) • Newspaper (summary) (8-9) 	<ul style="list-style-type: none"> • 8 parts of speech • What is a sentence? • Parts/types of sentences • Capitalization/Punctuation • The Writing Process • Paragraphs: what are they? • Descriptive paragraphs: using describing wheel • Informative paragraphs: using clustering • Directions (how to paragraphs): using story maps • Book reports (3-4)
3	Realistic story: (2-3)	<ul style="list-style-type: none"> • Photo Essays (summary)(4) • Poetry: (6) • Playwritng: (4) 	<ul style="list-style-type: none"> • Writing Process • Review 8 parts of speech • Sentences/Paragraphs: punctuation and structure • Paragraphs: Descriptive, Expository & Narrative • Elements of good reports • Reports: writing practice • Compare/Contrast (3) • Review friendly letters • Business letters
4	Historical Fiction (4-5)	<ul style="list-style-type: none"> • Journalizing (5) OR State Notebook (6) • Speech Writing (4) • Newspaper (summary)(8-9) 	<ul style="list-style-type: none"> • Introduction to the Handbook • Writing Process • Sentences/Paragraphs: punctuation and structure • Improving your style/ traits of effective writing • What is an essay? • Expository essays (2) • Study Skills (4-5)
5	Personal Narrative (4-5)	<ul style="list-style-type: none"> • Journalizing (6) OR State Notebook (6) • Biography • Oral report (mini-speech)(4) 	<ul style="list-style-type: none"> • Introduction to the Handbook • Writing Process • Sentences/Paragraphs: punctuation and structure • Study Skills (4-5) • Improving your style/ traits of effective writing • What is an essay? • Expository essays (2) • Book Reviews (3-4)
6	Short Story (3)	<ul style="list-style-type: none"> • Poetry (6) • Playwritng (4) • Display board (summarizing) (4) 	<ul style="list-style-type: none"> • Introduction to the Handbook • Writing Process • Sentences/Paragraphs: punctuation and structure • Compare/Contrast (2-3) • Research Paper (7)
7	Personal Research Paper (4)	<ul style="list-style-type: none"> • Oral report (mini-speech)(4) • Newspaper (summary)(8-9) 	<ul style="list-style-type: none"> • Introduction to the Handbook • Writing Process • Review 8 parts of speech • Sentences/Paragraphs: punctuation and structure • Review report writing • Paragraphs: Descriptive, Persuasive, Expository • Expository Essays • Essay tests
8	Short Story (5)	<ul style="list-style-type: none"> • Poetry (6) • Persuasive Writing (5) 	<ul style="list-style-type: none"> • Introduction to the Handbook • Writing Process • Focus on transitions • Compare/Contrast Essays(3-4) • Study skills: test taking, word usage, punctuation, & mechanics. • Persuasive Essays • Writing About Literature (4)
9	Interview Report (2) Personal Profile (2)	<ul style="list-style-type: none"> • Speech Writing (4) • Playwritng (4) • Major Term Paper (6) 	<ul style="list-style-type: none"> • Introduction to the Handbook • Writing Process • Essay Test-taking techniques • Analytical essays: Expository, Persuasive, Compare/Contrast, Descriptive
10		<ul style="list-style-type: none"> • Poetry (6) • Debate (4) • Biography 	<ul style="list-style-type: none"> • Introduction to the Handbook • Writing Process • Essay Test-taking techniques • Basic essays (3) plus Argumentation & Compare/Contrast • Punctuation clinic
11	Short Story (3) Personal response to Literature (2)	<ul style="list-style-type: none"> • Multimedia Presentation (6) • Debate (4) • Essays for College Applications (2) 	<ul style="list-style-type: none"> • Introduction to the Handbook • Writing Process • Essay Test-taking techniques • Book Reviews (2) • New essays: Opposing Ideas, Cause/Effect, Definition, Process • Literary analysis • Business writing
12	Parables (3) Historical Fiction (5)	<ul style="list-style-type: none"> • Classical Comparison (5) + • Debate (4) • Senior Thesis (6) • Personal Web Site (3) 	<ul style="list-style-type: none"> • Improving techniques • Essay Test-taking techniques • Punctuation, Mechanics, Usage • Checkup • Literary Response papers (3) • Business writing

*Numbers in parentheses indicate # of weeks on a project.

If you've decided to use Write Source books in following this Scope and Sequence, this chart is designed to help you make the best use of your money.

Traditional Grade Levels	Publisher recommended Write Source Texts	Additional Supplements for Grammar Studies	Marcia's comments:	
1	<i>Write One</i>	<ul style="list-style-type: none"> Phonics program Pink Book¹ (waiting a year is OK!) Taking dictation 	This is a GREAT book if: 1) you want your little student to have his own book and 2) you don't mind buying another book next year. You can also choose to buy <i>Write On Track</i> and use it this year (with help) and next (more independently)	
2	<i>Write Away</i>	<ul style="list-style-type: none"> Phonics program Pink Book¹ Taking Dictation 	Great for 2 nd graders; they can use <i>Write On Track</i> with help, though. Be warned: <i>Write On Track</i> has nothing on writing fables. It's not hard to figure out, though.	
3	<i>Write On Track</i>	<ul style="list-style-type: none"> Spelling program Pink Book¹ Taking Dictation 	Perfect for 3 rd graders, and advanced 2 nd graders.	
4	<i>Writer's Express</i>	<ul style="list-style-type: none"> Spelling program Purple Book² (waiting a year is OK!) 	Perfect for 4 th graders; OK for advanced 3 rd , but may lack information on some genres planned for 3 rd .	
5	<i>All Write</i>	<ul style="list-style-type: none"> Spelling program Purple Book² (repeat or skip) 	This is my least favorite handbook, for the age. I'd choose either <i>Writer's Express</i> (which has all genres) or, if this is your youngest child, or if he's advanced in writing skills, he can probably use <i>Write Source 2000</i> just fine.	
6	<i>Write Source 2000</i>	<ul style="list-style-type: none"> Spelling program Red Book³ OR Shurley Grammar 	Perfect for this level, fine for advanced 5 th graders, also good for 7 th graders, and weak 8 th graders, too!	
7	<i>Write Source 2000</i>	<ul style="list-style-type: none"> Red Book³ (if not done last year) OR Shurley Grammar 	Perfect for this age.	
8	<i>Write Source 2000</i>	<i>Writer's Inc.</i> (©2001 version highly preferred)	<ul style="list-style-type: none"> Begin foreign language (ideally Latin) Begin vocabulary card box from <i>Tapestry lists</i>. 	If you've got remedial work to do, get <i>Write Source 2000</i> . If your 8 th grader is average to strong in writing, go with <i>Writer's Inc.</i> (Don't settle for earlier copies. The ©2001 version is HUGELY better than earlier versions!)
9	<i>Writer's Inc.</i> (©2001 version highly preferred)	<ul style="list-style-type: none"> Foreign language 2 (ideally Latin II) Continue building vocabulary card box 	The perfect choice. (Don't settle for earlier copies. The ©2001 version is HUGELY better than earlier versions!)	
10	<i>Writer's Inc.</i> (©2001 version highly preferred)	<ul style="list-style-type: none"> One year of Shurley Grammar (opt.) Continue building vocabulary card box 	The perfect choice. (Don't settle for earlier copies. The ©2001 version is HUGELY better than earlier versions!)	
11	<i>Writer's Inc.</i> (©2001 version highly preferred) OR <i>Write For College</i>	<ul style="list-style-type: none"> Other modern foreign language Continue building vocabulary card box 	<i>Writer's Inc.</i> (©2001 version highly preferred) is perfect choice, unless your child is way above average, then go ahead and tackle <i>Write For College</i> .	
12	<i>Writer's Inc.</i> (©2001 version highly preferred) OR <i>Write For College</i>	<ul style="list-style-type: none"> Other modern foreign language Complete vocabulary card box 	<i>Writer's Inc.</i> (©2001 version highly preferred) is perfect choice, unless your child is way above average, then go ahead and tackle <i>Write For College</i> .	

NOTES:

You can view the tables of contents of all the Write Source handbooks on the publisher's web site. Go to: <http://www.greatsource.com/teach.html> then click on "the catalog" in the sidebar, then "our products" then "Write Source" under Language Arts.

¹The "Pink Book" as we call it around our house, is fully entitled: *Daily Guided Teaching and Review for 2nd and 3rd Grades* by Wanda C. Phillips. It's the first book in the Easy Grammar Series. In first grade, we only use about a third of it, and this, orally. It is NOT essential to this program, if money is tight. You'll note the weeks it's used in the Scope plan.

²The "Purple Book" as we call it around our house, is fully entitled: *Easy Grammar Level 1* by Wanda C. Phillips. This book will solidly ground your child in the eight parts of speech, sentence constructions, and proper usage. It does not cover mechanics (such as punctuation); if your child did *not* do the "Pink Book" in earlier grades, it's a great idea to have them do it at ANY time in their Grammar years. I recommend going through the Purple Book once or twice, depending on the child. Use in 4th or 5th, or both.

³The “**Red Book**” as we call it around our house, is fully entitled: *Easy Grammar Plus* by Wanda C. Phillips. Again, this book can be done twice, or once. It can be done in 6th, as a follow up to the Purple Book, or in 7th, or in both. This book can finish your child’s “pre-foreign-language” grammar studies. Of course, you can do more formal grammar studies: you could use Shurley Grammar in High School, for instance. But, you’ll see from my chart above that my top recommendation would be to start your child in a foreign language, hopefully, Latin in 8th grade. Students who take 2-4 years of foreign language typically need use only a handbook (such as the Write Source upper level handbooks) to learn formal grammar and mechanics well enough to turn in a stellar performance on SAT’s or in college situations.

Building a Vocabulary card deck is a short, weekly discipline that yields big results on SAT’s! Start your child no earlier than 7th grade and no later than 8th grade (ideally!) on building a large index-card file of vocabulary words. Your *Tapestry of Grace* Year-Plan Introductory Notes will give you more details on this discipline.

A word about handwriting:

You are probably aware that cursive writing was developed as the fastest possible form of handwriting for the English language. No matter the age of your child, please *ensure* that by the time he leaves your home, he can write quickly and legibly. If he cannot, no amount of learning will avail on written essay tests in college!

Writing Is a Process!

If you ask my children “What is writing?” you will always get this response: “Writing is a *process*!” **What, practically, does this mean?**

- From the earliest possible age, your child should learn that his first words on the page will *never* stand untouched by a red pencil.
- Your children should expect to take several days to complete each writing assignment!
- Prewriting is an *essential part* of his assignments!
- So is self-proofing. Indeed, you should train him to “hand in” each “stage” of his writing so that you can mark it up. Only when a paper has gone through several drafts and been proofed, first by the student and then by the instructor, can a writing assignment be called “finished.” There’s almost always room for improvement.
- It’s in the *doing* of writing that your child learns to think, not in the completing of it.

Examples from the Somerville home:

Pre-writing: a must!

In our house, my children start each assignment with brainstorming on a scrap of paper. **They must do pre-writing.** They are taught that they may outline, or mind-map (cluster), or use any appropriate graphic organizer according to their preference. They must “hand in” their pre-writing for approval before beginning the first paragraph of their assignment. Some days, younger children can mind-map very quickly and begin the draft that same day, but usually not. Most weeks, I help them to develop their pre-writing more fully, by asking leading questions:

- First, I help them to set more ideas down on paper, and then
- By asking more questions, I help them learn to select the most important ideas.
- This “THINKING” process is best taught by this method of “guided thinking” and will yield dividends their whole life long if practiced early and often in the formative years. I’m not sure thinking can be taught any other way.

The Rough Draft & Self-proofing:

After the prewriting is complete and approved, I allow them to write a **rough draft**. When they hand in the rough draft, they must attach both the pre-writing and their **self-proofing** sheet¹ (filled in) to it. Thus, before I see their writing assignment again, they have not only drafted their writing, but they have gone through it, sentence by sentence, checking for mistakes in capitalization and punctuation, before I ever see it. This teaches them how to do self-correction (seeing their own errors), and saves me time! I then mark up the draft (we call this the “battlefield” version).

¹ There are many options for “proofing sheets.” Your Write Source books all provide age-appropriate proofing checklists. You can transfer these to the computer so your children can print them out, fill them in, and attach them to their writing each week. That’s what we do. I also include sample ones in the Writing Component Appendix.

Polishing and presenting:

Students then return to the computer, there to make the necessary corrections and revisions. Depending on the length of the assignment, there can be multiple battlefield versions. Finally, a polished, spell-checked "perfect" draft emerges, and enters the filing system, or book, or portfolio.

Learning the Writing Process takes TIME!

Do NOT expect that your K-3 grader will be able to achieve all this in the first year! Rather, I'm giving you, the teacher, an overview of where you are trying to get by the end of, say, upper elementary years. Though you will be doing most of the work in earlier years, walking your child through this process time and again, you *and your child* will reap dividends for years to come if you faint not!

It also takes review. Each year, we go back over the steps of the process in the *Tapestry of Grace* plan. Partly, this is to the benefit of students who are new to the program, but review also benefits practiced students. Such students use the opportunity to identify trouble areas for them, and choose what finer skills to focus on over the course of the year.

Formal Grammar in the Context of Teaching Writing: The Parts of Speech

What I'm about to write here is controversial among educators. It proceeds from my experience as a home-teaching mom, and many professional educators would agree with me. Many would disagree. Ready for the bombshell? I don't feel that small children (K-6) benefit from a study of complex, abstract grammar. I believe that the best way to teach grammar, over the child's school life, is as follows:

Grades K-1:

- ☐ These little children need to focus on phonics and handwriting as the quickest route to good writing skills! First graders have a writing track in this curriculum, but if you started Level 1 in second grade, your child would miss nothing significant.

Grades 1-6:

- Teach basic, working knowledge of the definitions and functions of the eight parts of speech. (These are introduced, but are very abstract. We are not expecting mastery of syntactical relationships, merely seeking to teach a vocabulary of words to use in discussing writing (see next point).
- Teach some grammar as it relates to stylistic concerns: i.e. subject, predicate, clauses, active/passive verbs, etc.
- Use a simple grammar series (my favorite is the *Easy Grammar* series referenced above) to help you teach this material (especially if you never learned it yourself) and then reinforce, reinforce, reinforce as you discuss your child's written work, week by week.
- I also recommend the use of daily dictation to help reinforce the mechanics of writing (punctuation, spelling, sentence fragments, etc.) in grades 1-3.
- That's it for elementary school.

Grades 7-8:

- Teach full-blown, High School level, Latin I and Latin II (two years of study). Or, you can teach a "living language" instead. There are benefits to Latin instruction that are unique.
- Shhhhhh! Foreign Language (especially Latin) courses are *really* entitled: "Understand Grammar, Analyze Sentences, Learn Etymology, and Learn Tons of Vocabulary For the SAT Test, Too!"

Grades 9-12:

- ☐ Use Shurley Grammar (or an English handbook) to solidify all the wonderful grammar lessons learned in Latin study and transfer that knowledge to English, per se.

Explanatory Notes for Level 1:

- Level 1 is designed to be taught using either *Write ONE*, or *Write Away* or other writing resources you have on hand. All topics referenced are found in these resources, or you may already own resources that contain information on the genres we cover.
- Level 1 students are typically in First Grade, and this curriculum assumes that they are on track to be reading well by mid-year, using some kind of independent phonics program.
- Since learning to read is the Number ONE job of first graders, the writing program is light and fun. It will dovetail with your phonics program, in that it directs you to help your child develop a “Word Bank” for use in lessons about language structure and writing conventions. See explanation of Word Bank and its uses above.
- We also recommend the frequent use of common word games detailed above.
- The “Pink Book²” is recommended as supplementary practice. We suggest you do it orally with your child, after he’s begun to be able to read. You can also use this book as a source for sentences for dictation.

The Level 1 section of the overview chart on page 2 of the introductory notes is reprinted here for your convenience:

Level	Fiction/Creative Writing	Poetry/Plays/Speech/Presentations	Building Writing Skills
1	Story About Me (3)	<ul style="list-style-type: none"> • “Ancient World,” “Colonial America,” “Presidents,” or “Space Race” books 	<ul style="list-style-type: none"> • Introduce 8 parts of speech • What is a sentence? • Types of sentences • Capitalization/Punctuation • Friendly Notes & Letters • Draw and Cluster • Cluster and Describe

The Level 1 Handbook and Grammar Supplements from the chart on page 3 of the introductory notes is reprinted here for your convenience:

Level	Publisher recommended <i>Write Source</i> Texts	Recommended Additional Supplements for Grammar/Mechanics Studies	Marcia’s comments:
1	<i>Write One</i>	<ul style="list-style-type: none"> • Phonics program • Pink Book³ (waiting a year is OK!) • Taking dictation 	This is a GREAT book if: 1) you want your little student to have his own book and 2) you don’t mind buying another book next year. You can also choose to buy <i>Write On Track</i> and use it this year (with help) and next (more independently)

NOTE: Although Year-Plans shuffle the *order* in which a genre is covered, and may vary its length by a week here or there, the same basic material is covered for Level 1, no matter where in the cycle of Year-Plans your child happens to be. Notes specific to Year-Plans follow here:

Year 1 and Year 3 students will begin a “Book of Ancient Peoples” or “Book of Presidents” almost right away. See general notes on book making above, and begin this project, along with Word Bank project, as indicated in the Scope and in the Year-Plan-specific assignments.

- These “books” will be heavily dependent on illustrations, which you can help your child procure or create in a number of ways.
 - Scoop illustrations from online links on the *Tapestry* web site.
 - Buy line-drawing coloring books recommended in Reading Component.
 - If you have a scanner, scan from your reading assignments, or library books, then (electronically) cut and paste, or print, and (literally) cut and paste them, with your child’s writing.
 - Have your child draw his own unique illustrations.
- The point of these books is the *writing*, not the illustrations. Years 1 and 3 students will start their books with simple “Draw and Caption” methods, and then, as the year progresses, move to “Cluster and Draw” approaches.
- Year 3, Level 1 students who begin a “Presidents Book” will want to continue it in Level 2, as they do Year 4. Specific assignments for making “Presidents Books” are not given in the Scope for Level 2, but the suggestion for completing a new page is given whenever a new president is being studied in Y4. Kindergarten students whose families begin Y3 may want to start a very simple “Presidents Book,” then complete it while doing Y4, or just simply use the “Space Race Book” idea for Y4 and skip the “Presidents Book” altogether.

² The “Pink Book” as we call it around our house, is fully entitled: *Daily Guided Teaching and Review for 2nd and 3rd Grades* by Wanda C. Phillips. It’s the first book in the Easy Grammar Series. In first grade, we only use about a third of it, and this, orally. It is NOT essential to this program, if money is tight. You’ll note the weeks it’s used in the Scope plan.

Explanatory Notes for Level 4:

- Level 4 is designed be taught using either *Writer's Express* or other writing resources you have on hand. All topics referenced are found in *Writer's Express*; other resources may not contain full information on all genres.
- Level 4 students are typically in Fourth Grade, and this curriculum assumes that students are reading fluently and are ready for a significant increase in the time they spend on writing assignments. Most Fourth Grade curricula reflect the shift from “playing with” concepts to “working with” concepts, and *Tapestry of Grace* is no exception.
- At Level 4, we begin to train our students to use the Write Source Handbooks for themselves, apart from us going over everything they read there. *Writer's Express* provides helpful models and templates for genres we will attempt, and a wealth of useful information to aid writers and students in all disciplines. Other writing resources can be similarly used. Encourage your student to more and more independent use of his writing resources this year.
- *Tapestry of Grace* assumes your are supplementing some kind of independent spelling program.
- This writing program assumes that fluency in reading means that students can devote more time to introductory lessons in higher level writing skills, such as outlining, note taking, and three-paragraph reports (called essays by this handbook). It assumes, further, that your child is well-grounded in the essentials covered in earlier levels of this program (if this is not the case, please consider dropping down a level in order to solidify basic skills, then jumping to Level 5 next year).
- We also recommend the continued, frequent use of common word games detailed above.
- The “Purple Book”³ is recommended as supplementary practice. We suggest your child begin this book in the second or third week of the year. You can, however, delay it until next year and do your child no disservice.

The Level 4 section of the overview chart on page 2 of the introductory notes is reprinted here for your convenience:

Level	Fiction/Creative Writing	Poetry/Plays/Speech/Presentations	Building Writing Skills	
4	Historical Fiction (4-5)	<ul style="list-style-type: none"> • Journalizing (5) OR State Notebook (6) • Speech Writing (4) • Newspaper (summary)(8-9) 	<ul style="list-style-type: none"> • Introduction to the Handbook • Writing Process • Sentences/Paragraphs: punctuation and structure 	<ul style="list-style-type: none"> • Improving your style/ traits of effective writing • What is an essay? • Expository essays (2) • Study Skills (4-5)

The Level 4 Handbook and Grammar Supplements from the chart on page 3 of the introductory notes is reprinted here for your convenience:

Level	Publisher recommended <i>Write Source</i> Texts	Recommended Additional Supplements for Grammar/Mechanics Studies	Marcia's comments:
4	<i>Writer's Express</i>	<ul style="list-style-type: none"> • Spelling program • Purple Book² (waiting a year is OK!) 	Perfect for 4 th graders; OK for advanced 3 rd , but may lack information on some genres planned for 3 rd .

NOTE: Although Year-Plans shuffle the *order* in which a genre is covered, and may vary its length by a week here or there, the same basic material is covered for Level 4, no matter where in the cycle of Year-Plans your child happens to be. Notes specific to Year-Plans:

State Notebooks: each Year-Plan includes supplemental material for walking you through this project. It's required by most states in, or around, Fourth or Fifth Grades. *Tapestry of Grace* includes it in here and in Level 5. If you feel your child is too young for the project, do Journalizing instead, and wait for next year to complete the notebook.

Study Skills: are highlighted this week, and given extra time within the writing plan. This may be your average Fourth Grader's first introduction to such things as outlining or taking reading notes. Thus, this plan highlights these skills in Level 4, and then assumes that you will review them as needed each year following.

Handwriting: again I remind you, implore you, to require your child to develop a legible, fast, cursive handwriting!

Speech Writing: projects are purposely placed at the end of units so those speakers may exhibit at Unit Celebrations.

Newspaper: again, the goal is summary skills. For placement notes, please see Level 2 introductory notes above.

³ The “Purple Book” as we call it around our house, is fully entitled: *Easy Grammar Level 1* by Wanda C. Phillips. This book will solidly ground your child in the eight parts of speech, sentence constructions, and proper usage. It does not cover mechanics (such as punctuation); if your child did *not* do the “Pink Book” in earlier grades, it's a great idea to have them do it at ANY time in their Grammar years. I recommend going through the Purple Book once or twice, depending on the child. Use in 4th or 5th, or both.

Explanatory Notes for Level 7:

- Level 7 is designed to be taught using either *Write Source 2000* or other writing resources you have on hand. All topics referenced are found in *Write Source 2000*; other resources may not contain full information on all genres.
- Level 7 students are typically in Seventh Grade, and this curriculum assumes that students are strong readers, but have NOT had a strong background in the amount of grammar/writing practice reflected in earlier levels. If this is not the case, please consider jumping up a level with your Seventh Grader this year, and then jumping ahead to level 9 next year. Level 7 is designed for the student who is new to *Tapestry of Grace* and needs a rapid review and solidification of Grammar Level writing skills.
- At Level 7, we continue to train students who have been comfortable with Write Source books in previous years and will have developed some habits of using the Write Source Handbooks for themselves, apart from us going over everything they read there. *Write Source 2000* may be new to students who are new to this program. It provides helpful models and templates for genres we will attempt, and a wealth of useful information to aid writers and students in all disciplines. Thus, we need to encourage our students to use all sections of the handbook to grow as readers, writers, thinkers and students. Other writing resources can be similarly used. Encourage your student to more and more independent use of his writing resources this year.
- *Tapestry of Grace* assumes you are supplementing some kind of independent spelling program, or are beginning High School level vocabulary work.
- The “Red Book”⁴ is recommended as supplementary practice. We suggest your child begin this book in the second or third week of the year. Even if your child completed this book last year, it won’t hurt to repeat it, almost as a “test” to see if any grammar/punctuation skills need firming up. If you’ve not used it before, I think you’ll really appreciate the pace and the solidification of skills your child will acquire. Other recommended options include resting a year from formal grammar studies, or completing a 2-year course of Shurley Grammar, as preparation to beginning foreign language study next year.

The Level 7 section of the overview chart on page 2 of the introductory notes is reprinted here for your convenience:

Level	Fiction/Creative Writing	Poetry/Plays/Speech/Presentations	Building Writing Skills
7	Personal Research Paper (4)	<ul style="list-style-type: none"> • Oral report (mini-speech)(4) • Newspaper (summary)(8-9) 	<ul style="list-style-type: none"> • Introduction to the Handbook • Writing Process • Review 8 parts of speech • Sentences/Paragraphs: punctuation and structure • Review report writing • Paragraphs: Descriptive, Persuasive, Expository • Expository Essays • Essay tests

The Level 7 Handbook and Grammar Supplements from the chart on page 3 of the introductory notes is reprinted here for your convenience:

Level	Publisher recommended <i>Write Source</i> Texts	Recommended Additional Supplements for Grammar/Mechanics Studies	Marcia’s comments:
7	<i>Write Source 2000</i>	<ul style="list-style-type: none"> • Red Book³ (if not done last year) OR • Shurley Grammar 	Perfect for this age.

NOTE: Although Year-Plans shuffle the *order* in which a genre is covered, and may vary its length by a week here or there, the same basic material is covered for Level 7, no matter where in the cycle of Year-Plans your child happens to be. Notes specific to Year-Plans:

Newspaper projects: the real reason for this project is to practice summarizing (or finding/telling the main idea). Students in Year 3 begin their “newspapers” earlier than other Year-Plans, because the Civil War makes the most sense as a “news story.” Newspaper writing projects in Levels 2, 4, and 7 are assigned the same weeks, so that your students may enjoy collaboration, and you, the teacher, only have to be teaching one genre: newspaper writing, in this case, to these students.

⁴ The “Red Book” as we call it around our house, is fully entitled: *Easy Grammar Plus* by Wanda C. Phillips. Again, this book can be done twice, or once. It can be done in 6th, as a follow up to the Purple Book, or in 7th, or in both. This book can finish your child’s “pre-foreign-language” grammar studies. Of course, you can do more formal grammar studies: you could use Shurley Grammar in High School, for instance. But, you’ll see from my chart above that my top recommendation would be to start your child in a foreign language, hopefully, Latin in 8th grade.

Explanatory Notes for Level 10:

- Level 10 is designed to be taught using either *Writer's Inc.* or other writing resources you have on hand. All topics referenced are found in *Writer's Inc.*; other resources may not contain full information on all genres.
- Level 10 students are typically in tenth grade. This curriculum assumes that students are strong readers and have a strong background in the amount of grammar/writing practice reflected in earlier levels. If this is not the case, please consider jumping down a level with your tenth grader this year, and then jumping ahead to level 10 or 11 (probably mixing projects from each of the two plans) next year.
- At level 10, we continue to train students who have been comfortable with Write Source books in previous years and will have developed some habits of using the Write Source Handbooks for themselves, apart from us going over everything they read there. *Writer's Inc.* is new to students who are new to this program. It provides helpful models and templates for genres we will attempt, and a wealth of useful information to aid writers and students in all disciplines. Thus, we need to continue to encourage our students to use all sections of the handbook to grow as readers, writers, thinkers and students. Other writing resources can be similarly used. Encourage your student to more and more independent use of his writing resources this year.
- *Tapestry of Grace* assumes your student will begin or continue High School level vocabulary work.
- It is highly recommended that your tenth grader start (or continue, or even complete!) High School level foreign language study this year.

The Level 10 section of the overview chart on page 2 of the introductory notes is reprinted here for your convenience:

Level	Fiction/Creative Writing	Poetry/Plays/Speech/Presentations	Building Writing Skills
10		<ul style="list-style-type: none"> • Poetry (6) • Debate (4) • Biography 	<ul style="list-style-type: none"> • Introduction to the Handbook • Writing Process • Essay Test-taking techniques • Basic essays (3) plus Argumentation & Compare/Contrast • Punctuation clinic

The Level 10 Handbook and Grammar Supplements from the chart on page 3 of the introductory notes is reprinted here for your convenience:

Level	Publisher recommended <i>Write Source</i> Texts	Recommended Additional Supplements for Grammar/Mechanics Studies	Marcia's comments:
10	<i>Writer's Inc.</i> (©2001 version highly preferred)	<ul style="list-style-type: none"> • One year of Shurley Grammar (opt.) • Continue building vocabulary card box 	The perfect choice. (Don't settle for earlier copies. The ©2001 version is HUGELY better than earlier versions!)

NOTE: Although Year-Plans shuffle the *order* in which a genre is covered, and may vary its length by a week here or there, the same basic material is covered for Level 10, no matter where in the cycle of Year-Plans your child happens to be. Notes specific to Year-Plans:

The Poetry Unit: is placed early in Year 1 because it affords us to learn, in integrated fashion, about Hebrew poetry, as well as studying more modern aspects of poetry. Again, students in Levels 3, 6, 8 and 10 do their Poetry units in the same weeks so that they can enjoy working together, and so that you have less preparation time.

Debate: debate is not covered in the Write Source handbooks. *Tapestry* recommends the video series produced by HSLDA: web site: <http://www.hslda.org/bookstore/items/DEBATE.asp?PID=1819736994>. Though it's a little pricey, under the *Tapestry* plan, you'll hold debates in Grades 10-12, at the same times of year (per Year-Plan) and, almost necessarily, with a group. Why not pool money to buy this great resource? Debate projects are placed at the ends of units, where they are best related to historical topics, so that they can be presented at Unit Celebrations.

Biography: this project is an opportunity for your child to have experience with a research paper in a way gives him a break from the normal expository term paper. Level 5 dovetails with Level 10 on this genre.