

# About Our Services



**We Will Solve Your Deadline Dilemmas**

**Phone:** (630) 750-2093

**Email:** [cmcdavid@SunflowerPublishingServices.com](mailto:cmcdavid@SunflowerPublishingServices.com)

**Website:** [www.SunflowerPublishingServices.com](http://www.SunflowerPublishingServices.com)

Sunflower Publishing Services, Inc. is a project management company providing services to publishers and to editorial and development houses.

Sunflower Publishing Services meets your project needs by brainstorming with project members to plan, develop, and modify customized functional workflows, procedures, and schedules. By creating and updating detailed batch schedules that keep the project running smoothly, Sunflower Publishing Services ensures clear communication with development, writing, and editing teams regarding all aspects of the publishing project.

Working closely with WT Editorial, we offer a full range of project management, content development, research, writing, editing, and translation services that address each stage of the editorial process.



**Phone:** (847) 508-7897

**Email:** [macosta@WTeditorial.com](mailto:macosta@WTeditorial.com)

**Website:** [www.WTeditorial.com](http://www.WTeditorial.com)

WT Editorial is composed of writers, editors, proofreaders, and translators with a wide range of professional backgrounds. Our writers are content specialists with degrees and/or extensive professional experience in their fields.

Many of our writers are also certified teachers who possess extensive classroom experience and an understanding of state standards. All of our editorial teams include at least one certified teacher responsible for verifying the educational soundness of educational materials.

We provide editorial services at all stages of production including content development, manuscript preparation, and post-production editing. We work closely with Sunflower Publishing Services, Inc. to provide a full-service editorial/project management option.

## Together, Sunflower Publishing Services, Inc. & WT Editorial Provide

- **prototype development**
- **content development and customization**
- **correlations of content with state and national standards**
- **content repurposing for different formats, including the Web**
- **templates that illustrate client guidelines for writers**
- **manuscripts that meet production specifications**
- **writing and revising**
- **organization and direction of teams of experienced and professional writers, editors, translators, and researchers**
- **coordination and direction of research**
- **proofreading, fact checking, and copy editing services**
- **editing at all production stages**
- **customized functional workflows, procedures, and schedules**
- **communication throughout the production process**

# About Us



*Sunflower Publishing Services, Inc. is owned by Connie McDavid, a project manager with over 15 years of experience in print production.*

When it comes to putting a printed piece together, every part of the book and every peripheral item is important. Connie holds herself to the highest standards and has worked with demanding people who expect the best.

She has worked with editors, designers, production and prepress staff, printers, manufacturers, and a multitude of other publishing

professionals. Her publishing background, combined with her degree in design/illustration, has given Connie a thorough understanding of both the editorial and production needs of publishers.

Connie's project management experience includes:

- working with writers, editors, production staff, and managers to produce educational materials including student editions, teacher editions, and ancillaries;
- creating customized functional workflows, procedures, and schedules for large and small publishing projects;
- creating pagination charts/bookmaps and TOCs for elementary and high school ancillary and assessment projects;
- maintaining close contact with production houses while managing all aspects of large and small publishing projects.

**Visit us at [www.SunflowerPublishingServices.com](http://www.SunflowerPublishingServices.com)**

*WT Editorial is owned by Michele R. Acosta, a former high school English and journalism teacher and a professional writer.*

Michele has an M.A. in education, a B.A. in communication/journalism, and the equivalent of an undergraduate major in English. She is certified by the State of Illinois to teach high school English and middle school language arts, has an endorsement in journalism, has taught and advised high school student publications, and has taught ACT preparation classes in addition to teaching high school English.

Michele's editorial experience includes:

- writing and editing elementary and high school educational materials including student editions, teacher editions, ancillaries, and standardized testing materials for publishers including Scott Foresman, McGraw-Hill, and Harcourt;



- acting as the lead writer for large publishing projects that involved coordinating with all writers to insure that guidelines were met, manuscripts were uniform, and educational content met or exceeded standards;
- writing educational web content including lesson plans, activity and study guides, reading suggestions, and articles for web sites including Encyclopaedia Britannica and Discovery School;
- writing brochures, newsletters, press releases, manuals, and catalogs for small and large businesses.

**Visit us at [www.WTeditorial.com](http://www.WTeditorial.com)**

# Sample Manuscript: 2nd Grade Math Student Edition

## 1. Instructions for

**Writers** We guide our writers through the writing process by preparing manuscript templates. In so doing, we make sure that even the most complicated guidelines are followed flawlessly. (*Instructions to writers are removed before manuscripts are submitted to client.*)

## 2. Production-Ready

**Manuscript** Our templates also meet client production needs. We communicate with client production staff to ensure that required tags and formatting remain intact so that manuscript is production-ready.

[begin page 17]

[unit number] **Unit 2**

[unit title] **Measuring Height and Length**

[Begin each lesson with an introductory activity that illustrates the concept for students. Insert an appropriate art spec to accompany the introductory activity.] **1.**

[Art spec: a girl using a shoe to measure a boy's height; position to the left of the following text.]

How tall are you?

Have a classmate measure your height using your shoe. How tall are you in shoe lengths?

[WOL] your shoes

Now use your classmate's shoe. How tall are you in your classmate's shoe lengths?

[WOL] your classmate's shoes

Are the two measurements the same or different? Why is this so?

[Art spec: a girl and a boy using a shoe to measure the length of a classroom; position to the right of the following text.]

How long is your classroom?

Use your shoe to measure the length of your classroom. How long is your classroom in shoe lengths?

[WOL] your shoes

Now use your classmate's shoe. How long is your classroom in your classmate's shoe lengths?

[WOL] your classmate's shoes

Are the two measurements the same or different? Why is this so?

[begin box]

We use a ruler to measure **height** and **length**. A ruler is one foot in length. There are 12 inches in one foot.

[Insert image of a 12-inch ruler showing a tick mark and number for each inch. Center image on page.]

[center] **12 inches = 1 foot**

[end box] **2.**

[end page 17]

# Sample Manuscript: 2nd Grade Math Student Edition

## Content Quality & Learning Standards

Most of our math writers are certified teachers with degrees in math. They are qualified to address both content and state learning standards.

The content of this sample addresses learning standard 7.A.1a for the early elementary grades in the State of Illinois: *Measure length, volume and weight/mass using rulers, scales and other appropriate measuring instruments in the customary and metric systems.*

**Readability** The target grade for this sample is grade two. While many of our writers have secondary teaching certification in order to meet content demands, we ensure that they can also meet readability requirements. Our writers have taught elementary enrichment classes, have tutored elementary aged children, and have volunteered in their local elementary schools.

[begin page 18]

[head] **Let's Practice Together**

**Which object looks longer? Which object looks shorter?**

[directions] **With a partner, circle the longer object.**

[Insert image of a skateboard that measures about 2 inches in length.]

[Insert image of a skateboard that measures about 3 inches in length. This image should be positioned to the right of the 2" skateboard.]

[directions] Now use a ruler to measure each object.

longer object = [WOL] inches

shorter object = [WOL] inches

Did you and your partner circle the longer object?

[head] **Try It on Your Own**

[directions] **Use a ruler to measure each object.**

1. How long is the eraser?

[Insert picture of a pink hand-held pencil eraser (NOT a pencil-top eraser) that is apx. 2 inches long.]

[WOL] inches

2. How long is the glue stick?

[Insert picture of a glue stick that is apx. 3 inches long.]

[WOL] inches

3. How tall is the book?

[Insert picture of a book that is apx. 3 inches tall.]

[WOL] inches

4. How tall is the spool of thread?

[Insert picture of a spool of thread that is apx. 2 inches tall.]

[WOL] inches

5. How long is the marker?

[Insert picture of a marker that is apx. 3 inches long.]

[WOL] inches

6. How long is the pencil-top eraser?

[Insert picture of a pencil-top eraser that is apx. 1 inch long.]

[WOL] inches

[end page 18]

# Sample Manuscript: 6th Grade Math Student Edition

## 1. Instructions for

**Writers** In order to insure that client specifications are met, we build manuscript templates based on client guidelines. As a result, our writers prepare manuscripts that exceed client specifications. *(Instructions to writers are removed before manuscripts are submitted to client.)*

## 2. Production-Ready Manuscript

We take the time to speak with production staff to determine their needs. Our manuscripts are production-ready so that clients avoid unnecessary delays.

[begin page 21]

[unit number] **Unit 2**  
[unit title] **Units of Length**

[Begin each lesson with an introductory activity that illustrates the concept for students.] **1.**

All sorts of units can be used to measure length. Use your desktop to perform the following activity.

**Materials:** desktop, paper clips, crayons, 2 pencils

**Step 1:** Measure the length of your desktop using paper clips.  
[indent] How long is it? [WOL] paper clips

**Step 2:** Measure the length of your desktop using crayons.  
[indent] How long is it? [WOL] crayons

**Step 3:** Measure the length of your desktop using pencils.  
[indent] How long is it? [WOL] pencils

Paper clips, pencils, and even crayons can determine the length of your desktop. They are not standard units, though. **Standard units of length** include the **inch**, the **foot**, the **yard**, and the **mile**. **Metric units of length** include the **millimeter**, the **centimeter**, the **meter**, and the **kilometer**. Take a look at how these units relate to each other:

[begin box]

[set in two columns]

### **Standard units of length**

12 inches = 1 foot

36 inches = 3 feet = 1 yard

5,280 feet = 1,760 yards = 1 mile

### **Metric units of length**

10 millimeters = 1 centimeter

1,000 millimeters = 100 centimeters = 1 meter

1,000 meters = 1 kilometer

[end box] **2.**

[head] **How Do We Use Standard Units of Length and Metric Units of Length?**

[Insert picture of a strip bandage (band aid) with a ruler that measures inches below it. The ruler should measure 3 inches in length and should show tick marks that divide each inch into quarters. The bandage should measure 2 inches.]

# Sample Manuscript: 6th Grade Math Student Edition

## Content Quality & Learning Standards

Most of our math writers are certified teachers with degrees in math. They are qualified to address both content and state learning standards.

The content of this sample addresses learning standard 7.A.3b for the middle/junior high school grades in the State of Illinois: *Apply the concepts and attributes of length, capacity, weight/mass, perimeter, area, volume, time, temperature and angle measures in practical situations.*

[Insert another bandage with a ruler that measures centimeters below it. Position this image to the right of the first image. The ruler should measure 8 centimeters in length and should show tick marks that divide each centimeter into millimeters. The bandage should measure 4 centimeters.]

[Insert text box at the left end of the first bandage and include the following instructions.]

The left end of the bandage lines up with the “0” mark on the ruler.

[Insert text box at the right end of the first bandage and include the following instructions.]

The point where the right end of the bandage meets the ruler is its length. The right end of the bandage lines up with the 2 inch mark on the ruler, so the bandage is 2 inches in length.

[Insert text box at the left end of the second bandage and include the following instructions.]

The left end of the bandage lines up with the “0” mark on the ruler.

[Insert text box at the right end of the second bandage and include the following instructions.]

The point where the right end of the bandage meets the ruler is its length. The right end of the bandage lines up with the 4 centimeter mark on the ruler, so the bandage is 4 centimeters in length. Can you find the length of the bandage in millimeters?

It’s important to choose the appropriate unit of measurement when finding the length of an object. The length of a car is probably best measured in yards while the length of a cordless telephone is probably best measured in inches.

[end page 21]

[begin page 22]

### [head] Guided Practice

Use a ruler to measure the length of this math book in inches.  
How long is it? [WOL] inches

Use a ruler to measure the length of this math book in centimeters.  
How long is it? [WOL] centimeters

# Sample Manuscript: 6th Grade Math Student Edition

**Readability** The target grade for this sample is grade six. In addition to meeting content qualifications, our writers are capable of meeting readability requirements. Although many of our writers are certified at the secondary level, they have also worked extensively with younger children in varying capacities.

[head] **Independent Practice**

[directions] **Tell whether the following statements are reasonable. Explain your answers.**

1. A cell phone is 1 meter thick.
2. A bus is 2 miles long.
3. A chair is 1 mile high.
4. A door is 1 inch wide.
5. A caterpillar is 2 inches long.

[directions] **Use a ruler to measure the length of the following objects to the nearest inch.**

6. [Insert picture of a length of rope—apx. 4 inches.]  
[WOL] inches
7. [Insert picture of a spoon—apx. 5 inches.]  
[WOL] inches
8. [Insert picture of a stick of gum—apx. 3 inches.]  
[WOL] inches
9. [Insert picture of a chili pepper—apx. 1 inch.]  
[WOL] inches
10. [Insert picture of a glue stick—apx. 3 inches]  
[WOL] inches

[directions] **Use a ruler to draw line segments according to the following measurements.**

11. 6 inches
12. 8 centimeters
13. 36 millimeters
14. 4 centimeters
15. 12 centimeters

[directions] **Word Challenge: Use your knowledge of units of length to answer the following word problems.**

16a. Patricia has collected dimes all summer and is now ready to exchange them for dollar bills at her local bank. If fifty dimes fit in each paper roll and one dime is 1 millimeter thick, how long is one roll of dimes in centimeters?

16b. When Patricia finished rolling her summer collection of dimes, she counted fifteen rolls in all. Find the length in millimeters and in centimeters if the fifteen rolls were stacked on top of each other.

[end page 22]