

About Our Services



We Will Solve Your Deadline Dilemmas

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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.



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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

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

Sample Manuscript: 3rd Grade Science Content

1. Instructions for

Writers We take pride in preparing manuscripts that meet client specifications. To this end, we build manuscript templates that guide our writers through the writing process so 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 are also designed with client production needs in mind. We insert client-specified tags and make sure that all required tags and formatting remain intact so that each manuscript is production-ready.

[begin page 54]

[head] **Categorizing Living Things**

[Provide a brief transition from previous lesson that also introduces current lesson.]

Living things need food and water to grow and change. Living things also belong to groups, or categories. Animals, plants, and people are groups of living things.

Members of groups share certain features in common. Features help identify members of a group.

[Write one or two questions that help students understand the concept. If necessary, insert an art spec.] **1.**

[question sub-head] **Questions:** [indent] What features do the following living things share in common?

[indent] How do you know they are all trees? **2.**

[art/photo spec: three images of deciduous trees taken in the summer when leaves are fullest. The first two images should be of the same type of tree. The trees should be similar sizes and shapes. Both should have red leaves and brown bark. The third image should be entirely different from the first two. It should have white bark and green leaves.]

[Provide an answer to the question above. The answer should clearly tie in to the concept.]

[answer sub-head] **Answers:** Each tree has a trunk covered with bark and branches covered with leaves. The shared features show that they are all trees.

Some members of a group look the same. The first two trees both have brown bark and red leaves.

Some members of a group look different. The third tree has white bark and green leaves. It belongs to the tree category because it has a trunk covered with bark and branches covered with leaves.

Sample Manuscript: 3rd Grade Science Questions & Activities

Content Quality & Learning Standards

Most of our science writers are certified teachers with degrees in science. This combination of expertise allows our writers to address the state standards that are so important to curriculum development.

The content of this sample addresses learning standard 12.A.1b for the early elementary grades in the State of Illinois: *Categorize living organisms using a variety of observable features (e.g., size, color, shape, backbone).*

Bark and leaves are features that trees share in common. Other features might be fur, feathers, or skin and four legs, wings, or two legs.

[end page 54]

[begin page 55]

Practice:

How do you know these living things are birds? List features the birds share in common.

[art/photo spec: One image with several different types of birds or two or three images with several different types of birds]

1. [wol]

2. [wol]

3. [wol]

4. [wol]

How do you know these living things are dogs? List features the dogs share in common.

[art/photo spec: One image with several different types of dogs or two or three images with several different types of dogs]

1. [wol]

2. [wol]

3. [wol]

4. [wol]

Sample Manuscript: 3rd Grade Science Questions & Activities

Readability The target grade for this sample is grade three. 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.

Circle the group that these living things belong to.

[art/photo spec: two rows of three images. Images should depict various plants, animals, and people. Under each image, insert the following text: “plants animals people”. Space each word so that students can circle the correct word.]

[end page 55]

[begin page 56]

Groups can be broken down into smaller groups, or sub-categories.

[bullet] Animals can be grouped by fur color, tail length, or snout shape.

[bullet] Flowers can be grouped by size, shape, or color.

[bullet] People can be grouped by age, height, or hair color.

Practice:

Group the living things using color, shape, and size. Give each group a name and list the features that identify it.

[art/photo spec: two rows of three images. Images should be easily divided into two groups based on size, shape, and color.]

[set the following in two columns]

Group 1 Name: [wol]

Group 1 Features: [4 wol]

Group 2 Name: [wol]

Group 2 Features: [4 wol]

[end page 56]

Sample Manuscript: 6th Grade Science Content

1. Instructions for

Writers In order to provide our clients with clean and accurate manuscript across a unit, a grade level, or a series, we build manuscript templates based on client guidelines. As a result, our manuscripts exceed client specifications. *(Instructions to writers are removed before manuscripts are submitted to client.)*

2. Production-Ready Manuscript

We make the extra effort to speak with client production staffs about their needs and use that information to build our templates. The end result is production-ready manuscripts that help clients avoid unnecessary delays.

[begin page 28]

[head] **Cells**

[subhead] **The Discovery of Cells**

[Write a two to three sentence history-based introduction to the content.] **1.**

In the middle of the seventeenth century, British scientist Robert Hooke used a microscope to observe a piece of cork. As he inspected the cork at the microscopic level, he noticed that it appeared to be made up of small spaces enclosed by what looked like walls. When he published a report about his observations, he called these spaces “cells.”

[Extend introduction with additional fact or two. Can be history-based if appropriate, but not necessary. If at all possible, incorporate terms related to the content.]

As microscopes improved, scientists were able to study cells more closely. They learned that cells weren't just spaces. The spaces were filled with tiny structures. They also learned that all living things, or **organisms**, are made up of cells. Cells are the building blocks of life, and all of the processes necessary for life take place within cells.

[art/photo spec: photograph of cork as seen through a microscope, similar to what Hooke would have seen.] **2.**

[caption] Robert Hooke observed the existence of cells using a microscope.

[subhead] **The Building Blocks of Life**

Some organisms are made up of only one cell. These single-celled organisms are often too small to be seen with the unaided eye. Bacteria that cause a sore throat are single-celled organisms. The yeast used to make bread is made up of single-celled organisms.

[art/photo spec: photo of a paramecium as seen through a microscope.]

[caption] A paramecium is a single-celled organism.

Most of the living things you see around you, including people, animals, and plants, are multicellular organisms. They are made up of millions of cells, all working together. In a multicellular organism, such as a human being, there are many different kinds of cells, and each kind of cell has a specific function. A group of similar cells all working together forms a **tissue**. A group of tissues working together forms an **organ**. Several organs working together form a **system**.

[art spec: diagram of human body showing the respiratory system.]

[caption] Your heart and lungs are organs that work together as part of your respiratory system.

Sample Manuscript: 6th Grade Science Questions & Activities

Content Quality & Learning Standards

Most of our science writers are certified teachers with degrees in science. This combination of expertise allows our writers to address the state standards that are so important to curriculum development.

The content of this sample addresses learning standard 12.A.3a for the middle/junior high school grades in the State of Illinois: *Explain how cells function as “building blocks” of organisms and describe the requirements for cells to live.*

[sidebar/textbox note for above paragraph] The prefix *multi-* comes from the Latin root *multus*, which means “much” or “many.”

[question sub-head] **Questions:**

[indent] 1. What do all organisms have in common?

[indent] 2. What is one example of a multicellular organism?

[end page 28]

[begin page 29]

[subhead] **Animal Cells and Plant Cells**

Even though they come in various shapes and sizes and may have different functions, all animal and plant cells have certain parts in common. They all have a **cell membrane**, which surrounds the cell and regulates what materials can go in and out of the cell. They all have a **nucleus**, which is responsible for controlling and organizing the processes that go on in the cell. The nucleus carries the genetic information of the cell. **Cytoplasm** surrounds the nucleus and contains the other **organelles**.

Several smaller organelles have specific functions. The **mitochondria** provide energy for the cell. **Ribosomes** and the **endoplasmic reticulum** help the cell make and transport proteins. In an animal cell, another organelle called the **Golgi apparatus** stores these proteins.

[art spec: diagram of an animal cell with the following parts labeled: nucleus, mitochondria, Golgi apparatus, ribosomes, endoplasmic reticulum, cell membrane]

Plants have a few structures that animal cells do not have. Plants make their own food using energy from the sun in a process called photosynthesis. This process takes place in the **chloroplasts** of a plant cell. Plants also have a rigid **cell wall** that surrounds the cell and separates it from other cells.

[art spec: diagram of a plant cell with the following parts labeled: nucleus, mitochondrion, cell membrane, ribosomes, endoplasmic reticulum, chloroplast, cell wall]

As in all life, cells need energy to carry out the processes of growth, repair, and reproduction. Nutrients necessary to the production of energy are allowed to pass into the cell through the cell membrane. In plant cells, photosynthesis uses energy from the sun to make energy the plant needs. In animals, nutrients are gained when the animal eats plants or other animals. These nutrients pass into the animal's cells through the cell membrane.

Sample Manuscript: 6th Grade Science Questions & Activities

Readability The target grade for this sample is grade six. Many of our writers are certified at the secondary teaching level to meet content requirements; however, we seek out writers and editors who have worked with younger children in varying capacities in order to insure that we also meet readability requirements.

[sidebar/textbox note for this page] **Multiple-Meaning Words** Many words have more than one meaning. Which definition of the word “cell” is used in this lesson?

1. a small, single room in a jail or prison
2. a device used to convert chemical energy to electricity
3. a structure within an organism that carries out life processes

[question sub-head] **Questions:**

[indent] 1. Which organelle is responsible for regulating what goes in and out of the cell?

[indent] 2. Why are chloroplasts important to a plant cell?

[end page 29]

[begin page 30]

Practice:

Use the Venn Diagram below to compare and contrast animal cells and plant cells. Remember that the part where the circles overlap is for things that are true of both plant and animal cells. Use your Venn Diagram to write a paragraph.

[insert Venn Diagram with “plant cells” over the right circle and “animal cells” over the left circle.]

[8 WOLs]

Practice:

Label the diagram of a plant cell, below.

[insert diagram of plant cell with WOLs where labels ought to be]

Test Practice:

Choose the best answer for each question.

1. Which organelle is only found in plant cells?
A Golgi apparatus
B ribosome
C chloroplast
D mitochondrion

Sample Manuscript: 6th Grade Science Questions & Activities

2. A group of cells working together forms a [short WOL].

F tissue

G organelle

H nucleus

J endoplasmic reticulum

3. What is the function of mitochondria in a cell?

A to hold genetic information

B to store proteins

C to perform photosynthesis

D to provide energy

[end page 30]

Sample Manuscript: 9th Grade Science Content

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 40]

[head] **Heredity**

[subhead] **Gregor Mendel**

[Write a brief history-based introduction to the content.] **1.**

In the nineteenth century, scientists were learning more about the cells that make up organisms. They were interested in how living cells grow and reproduce, and how this was related to heredity. Gregor Mendel, an Austrian monk and mathematician, was one of these scientists. Mendel performed a series of investigations using common garden pea plants in an attempt to better understand how traits such as color and size were passed from one generation of plants to the next.

[art/photo spec: photo or drawing of Gregor Mendel.] **2.**

[caption] Mendel's work became the basis of modern genetics.

Mendel observed certain traits of pea plants, including flower and seed color, stem length, and flower placement. One variety of pea had tall stems, while another had shorter stems. One variety of pea had green seeds, while another had yellow seeds. Mendel cross-pollinated several varieties of **purebred** plants, or plants that belong to the same variety. Then he observed the traits of the **hybrid**, or combined, plants that resulted from the cross. For example, he crossed short plants with tall ones and green-seeded plants with yellow-seeded varieties, then observed whether the hybrid plants had green or yellow seeds.

Among his many observations, Mendel found that when he crossed plants with yellow seeds and plants with green seeds, the first generation of plants always had yellow seeds. Mendel called the characteristic of yellow seeds the **dominant** trait. He also observed that the second generation of plants had both yellow and green seeds in a ratio of 3 to 1. Traits that were present in the second generation, but not in the first (such as having green seeds), Mendel called **recessive** traits.

[art spec: labeled diagram showing how crossing a plant with yellow seeds and a plant with green seeds results in first-generation offspring with yellow seeds, but second generation offspring with yellow and green seeds in 3:1 ratio.]

[question sub-head] **Questions:**

[indent] **1.** What happened when Mendel crossed pea plants with yellow seeds and pea plants with green seeds?

[indent] **2.** How did Mendel identify recessive traits?

[end page 40]

Sample Manuscript: 9th Grade Science Questions & Activities

Content Quality & Learning Standards

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

The content of this sample addresses learning standard 12.A.4a for the early high school grades in the State of Illinois: *Explain how genetic combinations produce visible effects and variations among physical features and cellular functions of organisms.*

[begin page 41]

[subhead] Continuing Mendel's Work

From his investigations, Mendel concluded that the factors that determine the **phenotype**, or the visible traits, of a pea plant are passed on from the parent organisms to the offspring and that the offspring inherits one of these factors for each physical characteristic. In the offspring, the dominant inherited factor is expressed, while the recessive factor is hidden. However, the offspring may pass the recessive factor on to future generations.

Later scientists who built upon the foundation of Mendel's work called these factors **genes**. They confirmed that when the recessive gene for a trait is passed to an offspring from each parent, the recessive trait is expressed. For example, if two hybrid pea plants with yellow seeds each pass the gene for green seeds on to the offspring, the offspring will have green seeds. They also found that some traits are formed by a combination of genes. This blending of traits can be caused by **incomplete dominance** or **codominance**.

Mendel's work can help us understand human reproduction. Pea plants are very different from humans, but the cellular processes by which they replicate and pass on genetic information are the same. A plant cell and an animal cell both contain a nucleus, and genetic information is stored inside this nucleus. This genetic information is in the form of a compound known as **DNA**, or deoxyribonucleic acid. DNA is made up of **nucleotides**, which are arranged in two chains linked together in the shape of a double helix.

[art spec: diagram of DNA focusing on shape.]

[caption] The double-helix shape of DNA looks like a spiraling ladder.

[question sub-head] Questions:

[indent] **1.** Why is DNA important to an organism?

[indent] **2.** Explain two important ideas that came out of Mendel's research.

[end page 41]

[begin page 42]

[subhead] Mitosis and Meiosis

In order for an organism to reproduce, it must have some way to pass genetic information to its offspring. To accomplish this goal, cells, which contain the DNA of the organism, reproduce themselves by dividing. Two different processes result in cell division. In organisms that reproduce sexually, the process of **meiosis**, which takes place in the reproductive organs, produces **gametes**, the sex cells of the organism. Before meiosis begins, genetic material comes together to form rods called **chromosomes**. Each chromosome is made up of two identical **chromatids**.

Sample Manuscript: 9th Grade Science Questions & Activities

Readability The target grade for this sample is grade nine.

During meiosis, the cell splits twice, resulting in four separate cells. Each of these new cells contains half the number of chromosomes as the original cell. In humans, the gametes contain twenty-three chromosomes, so that each human child receives twenty-three chromosomes from each parent.

Once the gametes of the parent organisms unite during **fertilization**, the new cell is known as a **zygote**. The newly formed zygote then reproduces by division. This process of division is called **mitosis**, and it results in cells that have identical DNA and the same number of chromosomes as the original cell. Mitosis occurs in four stages. In **prophase**, the chromosomes form and the thin membrane surrounding the nucleus dissolves. In **metaphase**, the chromosomes move to the center of the cell. During **anaphase**, the chromatids separate and move to opposite ends of the cell. In the final stage, **telophase**, the cell divides, forming two identical cells. It is important to note that, while mitosis produces cells that have identical DNA, the cells begin to have different functions as the zygote grows into an embryo. In a human, this cell specialization gives rise to the various types of cells in our bodies, such as muscle cells, skin cells, and lung cells.

[art spec: diagram of each stage of mitosis, with labels]

[question sub-head] **Questions:**

[indent] **1.** How many chromosomes are found in a human gamete?

[indent] **2.** What happens during anaphase?

[end page 42]

[begin page 43]

Practice:

Use the graphic organizer below to put the phases of mitosis in order. Describe what happens during each phase.

[insert sequence chart headed "Mitosis". Each box should include enough room for a short explanation of what goes on during the phase.]

Test Practice:

A. Choose the best answer for each question.

1. What type of cell results from the process of meiosis?

A chromosome

B mutation

C gamete

D zygote

Sample Manuscript: 9th Grade Science Questions & Activities

2. A [short WOL] is not expressed in an organism, but can be passed on to future generations.

F mutated gene

G dominant gene

H hybrid genes

J recessive gene

3. In which phase of mitosis does the cell divide?

A prophase

B telophase

C anaphase

D metaphase

B. Answer the question in a short paragraph.

Why are both meiosis and mitosis essential for human reproduction?

[5 WOLs]

[end page 43]