



Editorial U e-Lecture: **Project Basics**

Accompanying Materials

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UpGradeEducation™

Sample Scope and Sequence Chart

Unit, Lesson	Selection Title	New Vocabulary	Review Vocabulary	Comprehension Skill	Literary Skill	Grammar Skill	Educational Standard Alignment
Unit 1, Lesson 1	The Little Dog	park, ball, dog,	at, the	Main Idea	Character	Nouns	Reading/ Language Arts Standards 1.1, 1.2
Unit 1, Lesson 2	My Birthday	party, balloon, ride	ball, dog	Sequence	Plot	Verbs	Reading/ Language Arts Standards 2.1, 3.2
Unit 1, Lesson 3	Peter and Jack	funny, tall, young	park, balloon	Compare and Contrast	Setting	Adjectives	Reading/ Language Arts Standards 1.3, 2.1, 4.3
Unit 2, Lesson 1	The Vacation	lake, hike	ride, funny	Supporting Details	Conflict (Problem)	Adverbs	Reading/ Language Arts Standards 1.6, 1.7
Unit 2, Lesson 2	The Sun	yellow, far, round	young, tall	Genre	Mood	Sentence Order	Reading/ Language Arts Standards 1.1, 3.4
Unit 2, Lesson 3	Sally's Trip	mailbox, camp	lake, yellow	Predicting	Imagery	Compound Words	Reading/ Language Arts Standards 2.0, 3.1
Unit 3, Lesson 1	Mountains	peak, climb	round, camp	Classification	(Informational Text)	Types of Sentences	Reading/ Language Arts Standard 2.5

*This scope and sequence chart is not based on any product. It is fictional.
Any similarities are purely coincidental.



Sample Guidelines

File Naming Conventions

Make sure to follow the proper file naming conventions when turning over manuscript. See below for an example and a breakdown of the abbreviations.

Example: G2_U1_L1_RLA_MS

G=Grade	2=Grade level	U=Unit	1=Unit number
L=Lesson	1=Lesson number	RLA=Reading/Language Arts	MS=Manuscript

Headers and Footers

Insert the file name in the header on all pages of manuscript. In the footer, insert the date the manuscript was completed and the page number. See the template for more information.

Art Specs

You will be writing all art specs. Please avoid requesting highly illustrative art or photographs. Technical art, such as graphic organizers, are acceptable. Make sure to indicate an art spec by using brackets around your description to alert the production team. It is not necessary to highlight the spec. See below for an example:

[Art Spec: Two leafy, green trees next to one another. The tree on the right should be taller than the tree on the left.]

If you want to include a graphic organizer, please describe it in the spec. Do not attempt to insert a chart or graph into the file. If the graphic organizer is complicated and you feel the text description is inadequate, you may hand-draw the graphic organizer and scan and email it to our office. Be sure to include the manuscript file name in your art spec file name. See below for an example:

G2_U1_L1_RLA_artspec.pdf

Fact Checking

Any content that is not considered common knowledge must be fact checked. Please see our list of approved sources. You should attempt to back up your facts with these sources before seeking others.

You will need to support each fact with two sources. Include the bibliographic information for your sources in a separate file. Make sure to send the source file when you deliver the manuscript.



Student Answers

Answers, or annos, should appear in red font in the manuscript. All questions will have an anno regardless if they are open-ended. We need to give teachers an idea of a suitable answer to every question.

When writing out the **Answer Key**, make sure to go back to your SE page and test the answers you have provided. Ask yourself these questions: Do they make sense? Are they written in student language? Do they satisfy the question?

Word Count

You will need to eyeball the prototype to estimate the word count for each element on the page. Most sections come in around 75–80 words. Please do not exceed the word count.

Activity Boxes

The activity boxes are meant to encourage students to use multiple intelligences in order to complete a short assignment related to the lesson. See the prototype for an example regarding Interpersonal intelligence. Make sure that the students have to rely on this intelligence to complete the activity.

You will also need to align the activity to the assigned state standards. These standards are meant to be measuring sticks for educators to ensure that students are at grade level, or that they have mastered the necessary skills in the subject area. They use specific language that will be provided to you. You will need to choose the standard that most closely relates to the activity. Try not to choose standards that are “loose” or that do not quite fit the activity.

Activities may involve the whole group, or class, small groups, pairs, or the individual student. Small, cooperative groups encourage learning in a relaxed atmosphere, but avoid using this type of grouping strategy with young students. Small groups require students to conduct themselves in an orderly manner, which may be difficult in the lower grades.

When estimating the amount of time an activity will take, make sure to factor in the amount of extra time for preparation, instruction, and follow-up. You may want to figure that five to ten minutes will be required to begin the activity and five to ten minutes may be necessary to conclude it.

Things to Keep in Mind

- Make sure to use “student” or “students” rather than “child” or “children.”
- Try to review any vocabulary taught in previous lessons throughout the lesson. See the scope and sequence chart for the exact review words. These review words should be sprinkled throughout the lesson.



Benchmark Schedule for Major Basal Publishers: The Last Six Months

6 months before the shipment (December)

- Editors begin editing the SE 2nd pages.
- Prototype updates and/or additional feedback may cause major changes to early chapters and require extensive rewrites to the SE and then the TE.
- Editors should be turning in TE manuscripts to production.
- Ancillaries should be developed from SE 2nd pages to ensure quality and consistency. They will be printed in the TE, so they must follow the TE schedule. Note: Non-printed ancillaries such as technology components are often developed after the SE is completed.

5 months before the shipment (January)

- Editors begin editing the SE 3rd or final pages. All art is on the page at this point so they can address captions and text overflow.
- Editors begin editing the TE 1st pages to reflect SE final text.
- Editors begin editing the ancillaries to reflect SE final text.
- Writers write patches to address standards “holes” in the content.

4 months before the shipment (February)

- Designers convert the SE pages into PDFs. At this point, all but the most egregious errors will have to wait until reprints.
- The designers prepare digital or conventional print samples and submit copies to clients.
- Editors begin editing TE 2nd or final pages. Editors should edit the SE minis, or reduced pages, on the TE pages as well.
- Editors and designers should finalize the ancillaries so technology can be produced
- Writers begin to write the SE Front Matter (FM) and End Matter (EM).

3 months before the shipment (March)

- The publisher releases the SE files to the printer.
- The printer takes 4–6 weeks to print and bind the books.
- The publisher tests alpha versions of the technology components.



2 months before the shipment (April)

- The publisher releases the TE files to the printer.
- The printer takes 6–8 weeks to print and bind the TEs.
- The publisher begins the reprint cold reads of the TEs.
- The publisher checks all page references.
- The publisher finalizes all the ancillaries' pages and releases files to the printer.
- The printer takes 4–6 weeks to print and bind the ancillaries.
- Ancillary minis are included in the second printing of the TEs.
- Editors begin reprint cold reads on folded and gathered signatures (F&Gs) of the SE.

1 month away from shipment (May)

- The publisher fixes egregious SE errors in the digital product samples.
- The publisher places raw FM/EM in books.
- The publisher tests beta technology.
- The publisher updates the technology to incorporate print changes.

June 1

- The publisher ships the 2nd printed SEs, the 1st printed TEs (with updated minis and edits), beta technology products, and print ancillaries to the textbook depositories for order fulfillment.
- The publisher develops errata lists, or lists of the errors found in the book.
- The publisher begins the reprint process to correct those errors.
- The publisher begins the state customization process.

