

**TITLE DEVELOPMENT STRATEGIES
AND PROCESSES OF SCHOOL PUBLISHING
AT PEARSON EDUCATION CANADA**

by

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Abstract

Educational publishing has distinguished features from trading publishing and it has played a very important role in the Canadian publishing industry.

Educational publishing has two segments: school publishing and higher educational publishing.

This report focuses on school market and examines the various publishing strategies and three-stage processes employed by Pearson Education Canada's School Publishing Division to develop new business and publish new titles. These strategies and processes are the fundamental basis for its success in the educational publishing market.

The report has four parts. The first part introduces the overall contexts for educational publishing in Canada, which is used as the background to Pearson School Division's strategies and processes in the second and third parts. The last part is the summarization of the first three parts, which can be used as a useful reference for publishers who are new to the market or have an interest entering the market.

Keywords: Educational publishing in Canada; Pearson Education Canada; school publishing; publishing strategies; publishing processes

Subject Terms: Pearson Education Canada – School Publishing
Publishers and Publishing – Educational Publishing Canada – Case Studies

Dedication

致父母

没有你们，就没有我。你们不仅给了我生命，抚育我成长，而且教会我如何做一个有用的人。没有言语可以表达我对你们的感激之情。原谅我是个不孝的女儿，没有做到“父母在，不远游”。

致丈夫

你教会我如何去爱别人，如何做到宽宏大量。我的人生从此不同。

致女儿

总有你在我身边，分享我的痛苦和快乐。我想告诉你，生活充满奇迹，等你去探索。

To my parents

There is no "I" without you, not only because you gave me the life and brought me up but also because you taught me how to become a useful person.

No words can express my thanks to you for all the support you have been giving me. Sorry for not being a filial daughter, who keeps her promise "not travelling to far places with parents at home town".

To my husband

You teach me how to love and be generous to others. You have made my life different.

To my daughter

This paper was written with you always around me, giving me support, sharing my pains and joys. I want to tell you, "Life is a miracle, full of magic and surprises, waiting for you to explore."

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Introduction

Educational publishing has played a very important role in the Canadian publishing industry. It is comprised of two segments: school publishing and higher educational publishing. Educational publishing has several particular characteristics that distinguish it from trade publishing.

This report focuses on the school market and examines the strategies and processes employed by Pearson Education Canada's School Publishing Division (Pearson School Division) to develop new business and to publish new titles.

Part One of the report first looks at Canadian publishing, its various segments, and the important role educational publishing has played in the industry. Crucial to this examination is an analysis of data provided by Statistics Canada. Following this is an introduction to the typical features of educational publishing as well as a look at some of the unique features of educational publishing in Canada. Concluding Part One is a brief introduction to Pearson Education's history and development. In that section the report looks closely at Pearson Education Canada's main business, the company structure and school publishing efforts.

Part Two begins with an examination of Pearson Education's overall strategy of focusing on educational publishing. It then looks at Pearson School Division's title management strategies, as well as its title development methods. Here the report analyzes the new-business development of Pearson Professional Learning.

Part Three looks closely at the three stages of the title development process at Pearson School Division. The first of these is "pre-production" which includes background research and analysis. Writing, reviewing, editing, as well as design and production fall under the second category of "book development". The final stage is "post-production" - the marketing and promotion of the finished books. Team organization and the assignment of responsibility, as well as cooperation among the various departments are integral aspects of this title development process. In discussing these issues, the report looks at how *Reading Together*, *Talk Together*, a literacy project was developed and published and how Canadian components were added to fulfill the needs of the marketplace.

Part Four summarizes the first three parts of the report and provides some recommendations for entering the educational market. Educational publishing plays a very important role within the Canadian publishing industry. Any publishers wishing to enter this market must recognize the special features, which distinguish educational publishing from trade publishing. Careful attention must be paid to title development strategies, development methods and

publishing strategies that are adopted uniquely in educational publishing. And what must also be established is full awareness of the three-stage publishing process, typical of educational publishing and the importance of research, reviewing, field-testing and the teachers' role in marketing in the education market. As well, the importance of establishing highly competent and cooperative teams within the organization, and maintaining a strong external network of resources, cannot be stressed enough.

About This Report

I previously worked with Pearson Education China from 1997-2002. I began my relationship with Pearson as the marketing and sales representative for Longman, soon moving to the position of marketing and sales manager for Addison Wesley Longman. My final position with the company was General Manager for Pearson Education China. During these six years I bore witness to the many mergers and acquisitions undertaken in that period. I was also able to participate in the process of Pearson Education's business development in the new Chinese market. These experiences were a great contribution to my writing of the overall business of Pearson Education, and its business development strategies.

This report also draws heavily upon my four-month internship with Pearson School Division. During this period I worked as the coordinating editor for the development of the Canadian edition of *Read Together, Talk Together*. In

this position I was engaged throughout the entire development process, and gained a much better appreciation of Pearson School Division's publishing strategies and processes.

Part One Pearson Education Canada

The Canadian Publishing Industry and Educational Publishing

A first question that must be asked is “What are educational books?” The “Study of English-Language Educational-Book Publishing in Canada”, published by the Canadian Department of the Secretary of State, defines educational books as

“...those books bought for post-secondary courses (mainly post-secondary textbooks), by post-secondary libraries (this represents the full spectrum of books), by Elhi libraries (elementary/high school, again, the full spectrum of books) and in relation to Elhi courses (predominantly textbooks)”. (1)

It may be understood, then, that “educational books” include all books for elementary, high school, college and university levels both in the classroom and for library use.

Over time the concept of educational books has expanded from a singular book per course to the present notion of the inclusive course package. A typical course package may include some, or all, of the following components:

(1) Page 5, Study of English-Language Educational-Book Publishing in Canada, prepared by the Bureau of Management Consulting for Arts and Culture Branch, Department of the Secretary of State, Government of Canada, published by Department of the Secretary of State in 1978.

- student course book
- student work book
- teacher's manual
- test bank
- lab manual
- multimedia presentations, audiotapes/CDs, videotapes or DVDs
- companion websites
- posters, big books, magazines, picture cards, kits, many others

The evolution from individual book to the current multi-item course package is a reflection of changes in educational philosophy and methodology and advances in technology. However, regardless of what components are included in a course package, some of the basic physical features of educational books have not changed. The size of books, for example, must allow students to carry them in their schoolbags. As well, these books cannot be too heavy for students to carry and the binding must be robust enough for them not to fall apart.

Educational publishing is the umbrella title for two distinct publishing niches. Elhi (elementary/high school) publishing, which is now called “school publishing”, encompasses kindergarten to Grade 12. The second area is post-secondary publishing, now known as “higher education publishing” (simplified as HE, this denotes the college/university level).

The five common categories in the Canadian publishing industry are: trade, reference, scholarly, educational and children's. In 2004, the Canadian publishing industry had revenues exceeding \$2 billion, according to Statistics Canada's data from its survey of book publishers. (2) In the main, these revenues came from the publisher's sales of their own titles and of agency titles. "Own titles" refer to titles originated by publishers in Canada or titles obtained through purchasing rights from foreign publishers. "Agency titles" refer to imported titles, which are acquired under exclusive agency contracts between Canadian publishers and foreign publishers. In both of these categories, the publishing of educational books is a major component.

Of Canadian sales, "own titles", especially educational books, earned the greatest share of revenue of those publishers surveyed. Sales of "own titles" in Canada generated \$854 million and educational books accounted for 43% of that total. Exclusive agency book sales by Canadian publishers accounted for a significant portion of industry revenues from book sales, generating \$515 million. Educational books made up the largest proportion of these revenues at nearly 39%. (3)

The Main Features of Educational Publishing

Educational publishing differs from trade publishing in many respects. These include such areas as writing, editing, marketing, sales, distribution, rights,

(2) (3) "Book publishers" Friday, June 30, 2006, traced on March 8, 2007 from <http://www.statcan.ca/Daily/English/060630/do60630a.htm>.

and licensing. In part, these differences can be explained by understanding the target markets of each sector.

Trade publishers, for example, target general readers who choose the books they wish to read. In contrast, educational publishers target educators at a variety of organizational levels. In school publishing (kindergarten to Grade 12), it may be school boards, individual schools or teachers that decide what books to purchase for the use of their students. It is almost certainly at the school or school board levels where decisions on quantities are made, based on projected enrollment for any given school year.

Educational books are created and written on the basis of the curricula set out by the provincial governments. This includes the content and sometimes structure of each school course at every grade level throughout the province. Usually publishers and authors take the lead role in formulating the content and sequence of the material based upon their interpretation of the provincial curriculum guidelines. Most often the authors of the books are teachers themselves, or teacher-consultants. The identity and prestige of the authors is very important, particularly in terms of the marketing of the published books. Some of the in-house editors also have teaching backgrounds.

Educational books tend to have a long pre-production period. This is the time during which the publishers engage in research regarding curricula, teaching methodologies and markets. Focus groups, in-depth interviews and field-testing are used to collect information and feedback from both teachers and students. This extensive pre-production work demands significant amounts of investment of both time and financial resources. However, educational books tend to have a longer sales life than most trade books and therefore generate more reprinting.

Once a school or a school board adopts a certain textbook, educational publishers often provide in-service training. This training is provided at the expense of the publisher and is prepared for teachers in one school at a time, or for several schools in a particular school board. Highly qualified teaching professionals are engaged to provide the training. In most cases, these professionals are either publishers' consultants in the subjects or professors from faculty of education in colleges and universities. The full uptake of new textbooks usually takes one or two years and the textbooks have a life span of at least three to five years.

Taking into consideration feedback from teachers and students, publishers may undertake revisions of any current editions. This is more typical of higher education publishing, particularly in the subjects of science and technology,

where authors want to provide students with the most up-to-date information in their subject area.

Generally speaking, fewer educational titles are published annually compared to trade titles. In 2004 Canadian book publishers published 16,776 new titles and reprinted 12,387 existing titles. More than half of the new titles published were trade books while educational books accounted for only about one-fifth of the new titles. However, among reprinted titles, more than half were educational books. (4)

Educational publishing also differs from trade publishing in the areas of sales, distribution, licensing and rights. Educational publishers develop titles and test content by partnering with teachers in focus groups, as well as through field-testing, intervention (training provided to teachers on a subject, not a particular course, e.g. literacy intervention) and training. Sales representatives make sales calls, obtain feedback and identify “star” teachers who might play a role in developing or recommending textbooks and supporting materials. Another clear distinction is found in that orders are placed directly to educational publishers and sales, too, are made directly. This structure bypasses the traditional retailers of the trade sector as well as distributors and wholesalers.

(4) “Book publishers” Friday, June 30, 2006, traced on March 8, 2007 from <http://www.statcan.ca/Daily/English/060630/do60630a.htm>.

Educational books usually have a strong national flavour, which tends to make them more difficult to export unless the content is adapted to the desired new market. In materials for language arts, for example, readings will refer to Canadian customs, places and cultural aspects to provide a “home” context for learning. While this is entirely suitable for Canadian schools, it would make no sense to attempt to export these texts without major revisions with regard to the intended market.

Also, for social studies textbooks specific provincial features must be a part of the text as per government requirements. Texts intended for the British Columbia market will likely feature more information about the Pacific Ocean in the contexts of history and economic development than texts for other provinces. Also, issues relating to aboriginal people would be more likely to deal specifically with groups related to B.C. history.

Nearly Canadian educational publishing is controlled by foreign-owned publishers with head offices in the United States (US). These publishers maintain branch offices in Canada. The major players in this field are Pearson Education, McGraw-Hill, Oxford University Press and John Wiley & Sons, all of which are foreign-owned. The publisher Thomson Nelson is the exception, being a subsidiary of International Thomson, which is wholly Canadian owned. As of 2007, a different group of Canadian owners took over majority control of

Thomson Nelson. The entity purchased, Thomson Learning, has now changed its name to Cengage Learning. According to Statistics Canada, in 2004:

Foreign-controlled publishers represented 59% of revenues for sales of books in Canada and 67% of all educational book sales in Canada. In terms of the number of books published, these publishers published 31% of all new educational titles and 35% of all titles reprinted. (5)

Pearson Education Canada and Its School Publishing

Pearson is an international media company with market-leading businesses in education, business information and trade publishing. Pearson's operations are divided into three parts: Pearson Education, Penguin (the trade publishing division) and Financial Times (the newspaper division). (6)

Pearson Education describes itself as the "world's leading educational publishing company". From preschool to high school, early learning to professional certification, its textbooks, multimedia learning tools and testing programmes help educate more than 100 million people worldwide.

(5) "Book publishers" Friday, June 30, 2006, traced on March 8, 2007 from <http://www.statcan.ca/Daily/English/060630/d060630a.htm>.

(6) Information about Pearson, Pearson Education, Pearson Education Canada and its School Publishing was traced on in December 2006 from the following sites:

<http://www.pearson.com/index.cfm?pageid=2>,

<http://www.pearson.com/index.cfm?pageid=14>,

<http://www.pearson.com/index.cfm?pageid=18>,

<http://www.pearsoncanada.ca/about.html>,

http://www.pearsoncanada.ca/about_school.html.

The history of Pearson Education reaches back to 1724 when Thomas Longman established one of the company's current imprints, the eponymous, Longman. Pearson's current form and structure is the result of many acquisitions and mergers over time. This has been especially true in recent years. One of the major acquisitions was Longman's merger with Addison Wesley, in 1988, to form Addison Wesley Longman. Also, in 1996, school and college publisher Harper-Collins Educational Publishing was purchased and merged with Addison Wesley Longman. And again in 1998, Pearson Education was created from the merger of Addison Wesley Longman with the educational businesses of Simon & Schuster.

Over 100 education brands reside under the Pearson umbrella. Some of the school publishing imprints are worth mentioning here. In 1889, the Scott Foresman imprint was founded in the US. In 1909, Scott Foresman entered the elementary school market with the *Elson Grammar School Readers*. Two years later it was the first publisher to use four-colour printing, which revolutionized school textbooks. In 1930, Scott Foresman published the first *Dick, Jane and Spot* stories, which were used by teachers to help generations of US and Canadian students learn to read. Professor Charles W. Gerstenberg and his student Richard P. Ettinger formed Prentice Hall in 1913 and in 1950 the company formed its first Educational Book Division. Addison Wesley's reputation as a science and mathematics publisher of note was firmly established with the debut of its best-selling *Mechanics* in 1942. In 1956, the Addison Wesley School Division was

created. Within two years, its *Science Education Series* was published for the secondary, college preparatory market.

In Canada, Pearson Education and Penguin were amalgamated under the banner of Pearson Canada. The publishing house now encompasses some of the most renowned names in the industry: Viking, Addison Wesley, Longman, Allyn & Bacon, Benjamin Cummings, Copp Clark, Ginn and Prentice Hall. Pearson Canada's head office is in Toronto. There Penguin and Pearson Education share offices and services. While they share human resources, finance, customer service, distribution, IS&T, inventory and cross media solutions, they have separate operations within their own segments of publishing. These include editing, marketing and sales. In educational publishing, Pearson Education Canada is comprised of two parts, school publishing for kindergarten to Grade 12 and higher education publishing for college and university.

Pearson School Division also publishes learning and teaching resources in all formats across all grade levels from kindergarten to Grade 12. The publishing focus is on core curriculum areas: English/language arts, mathematics, science, social studies and French as a Second Language (FSL) and Catholic Family Life. Pearson School Division also sells a vast range of professional materials for teachers, supplementary resources for special needs and struggling students, and quality early literacy resources from around the world.

Pearson School Division currently is comprised of a team of about 90 members. It has a president in charge of the whole division and three vice presidents, each responsible for one part of the division: publishing and marketing, sales and Pearson Professional Learning. The division breaks down into three “departments” composed of 27 sales people across the country, 16 marketing people (including product managers, marketing specialists and consultants) and 46 editorial people. These members comprise five teams, one each for language arts, mathematics, FSL/modern languages, social studies & science/business, and professional learning. Pearson School Division is one of the key contributors to the overall sales of Pearson Education Canada. In 2005 net sales of Pearson School Division were about 22% of the sales of the company.

Part Two Title Development Strategies

For anyone thinking of entering the educational publishing field there are a few very basic questions that must first be answered. Which market to target? What books to publish? How to develop books? In this part, answers to these questions will be provided through a review of Pearson Education Canada's overall strategy of focusing on educational publishing, its title management strategies, title development methods and publishing strategies toward developing its school product line.

The Focus on Educational Publishing

Pearson Education, as a publishing entity, was established at the close of 1998. The name comes, partly from its parent company Pearson PLC and partly from its focus on educational publishing. Pearson Education has positioned itself as an educational publisher that provides textbooks, multimedia learning tools and testing programmes to cover preschool to high school, and early learning to professional certification. This focus was constructed through a variety of acquisitions and mergers and has served to differentiate Pearson Education from other publishers. It has also enabled Pearson Education to achieve the leading position in this market segment.

Although long familiar with imprints like Longman, Addison Wesley, Prentice Hall, etc., teachers and students were somewhat wary of Pearson Education, which they saw as a new company entering the textbook marketplace. Longman has strong recognition for its dictionaries, English Language Teaching (ELT) books and school textbooks for the British market. Addison Wesley and Scott Foresman are renowned in the realm of mathematics and science textbooks and Prentice Hall is well known for its higher education publishing.

The acknowledged strength of these various brands is the reason the Pearson group maintains all the imprints while continuing with efforts to promote the new company name. Since the launch of the new name, Pearson Education has become a familiar and trusted name in educational publishing, closely connected with the imprints used under the corporate umbrella. Pearson Education Canada, one of Pearson Education's branches in over 110 countries, is now among the leading educational publishers in Canada.

Title Management Strategies

Since its inception, Pearson School Division has developed and marketed a very strong product line. It publishes textbooks for every level and in every subject. For each of the subjects, it publishes main courses, supplementary materials and teacher resources. In the field of supplementary materials, it publishes various books to satisfy the needs of different markets. It also provides

professional resources and courses for teachers. Pearson School Division has become a full-service provider that can provide the materials necessary for quality in-classroom teaching and learning. This title management strategy can be clearly seen by doing a title analysis of Pearson School Division's publications.

For the kindergarten to Grade 9 market Pearson School Division publishes in all core subjects including language arts, mathematics, modern languages, social studies and science. However, the company's main focus is on language arts and mathematics.

Using the section of language arts as an example, we can see that Pearson School Division publishes in main courses, providing readers, assessments as well as professional resources. In the main course subsection, the most important title is *Literacy in Action*. This is a relatively new research-based, kindergarten to Grade 8, comprehensive and balanced literacy series. The series for Grade 4 was published in August 2006. The remaining levels will follow one by one. This series was developed by Pearson School Division in conjunction with teachers and consultants across Canada in an effort to wrest market share from competitors' titles.

Pearson School Division has also published various readers and reading assessment books to supplement the main courses. In addition to all the well-established readers such as *Reaching Readers*, *Trios*, *DK Readers*, *DK*

Eyewitness, Dominic, Inquisitive, Thinking Like a Scientist and *MC Comics: the Action File*, five new series were added to its list in 2006. These were: *Read Together, Talk Together, Brain Bank, Odd Books for Cool Kids! Go For It!* and *AMP Reading System*. Each of these reading supplements differentiates itself by targeting specific readers with individually unique features.

Table 1: Comparison Between Different Reading Series

Title	Level	Features
<i>Read Together, Talk Together</i>	Preschool, Kindergarten	20 picture books Parent/Teacher Notes Parent/Teacher videos
<i>Odd Books for Cool Kids</i>	Grade 4-6 Reluctant readers	Quirky books Fun activities
<i>Go For It!</i>	Grade 7-10 Struggling readers	Short, engaging
<i>The AMP Reading System</i>	Middle- and High- school readers who read at a Grade 3-5 reading level	Research-based reading system High interest Student-selected topics
<i>Reaching Readers</i>	Grade k-6	Canadian non-fiction Assessment first Emphasis on oral language and writing
<i>Trios</i>	Grade 3-6	Value and character education 21 countries/12 values
<i>Inquisitive</i>	Age 8-12	Non-fiction with science and social studies topics and themes Graded readers
<i>DK Readers</i>	Grade k-3	Highly visual style Appealing stories 5 graduated levels
<i>DK Eyewitness</i>		Visual encyclopaedia
<i>Thinking Like a Scientist</i>	Grade 3-6	11 theme-based science units
<i>MC Comics</i>	Reading Level 1-3	Comic book format Build vocabulary, fluency and comprehension

To fill out the language arts section, Pearson School Division publishes titles of professional resources such as *Teaching for Comprehending and Fluency*, *Reading for Information in the Elementary School*, and *Creating Dynamic Classroom*. Also included are professional development and training courses. Examples of these are: *Linking Assessment*, *Teaching and Learning*, and *Research-based Professional Development*. This subsection of professional resources and courses can be found in every section of the school catalogues.

For the Grades 7 to 12 markets, Pearson School Division publishes in the subjects of English, mathematics, science, social studies, business & technology and modern languages. The company has balanced its efforts in all the subjects, which is very different from the kindergarten to Grade 9 markets where it weighs mainly in favour of the subjects of language arts and mathematics.

Title Development Methods

In publishing for the kindergarten to Grade 12 markets in Canada, Pearson School Division (Canada) makes full use of all available resources. It imports titles from sister companies within the Pearson family or other publishers outside of Canada. It undertakes adaptations or adds Canadian components to the original books. It also publishes “locally” for the main courses in the Canadian market.

Pearson School Division (Canada) has an advantage in being able to sell original titles by signing inter-company agreements with its sister companies. Dorling Kindersley (DK) is a respected brand name for its highly visual books. The two series Pearson School Division is now selling are *DK Readers* and *DK Eyewitness*. By representing these two series, the publisher enriches its reading list and provides more choices for teachers. In another example, Pearson School Division sells many titles from the higher education list of Pearson Education. These are intended for the senior high school market and include titles relating to calculus, statistics, algebra, etc.

Pearson School Division (Canada) also sells imported titles by signing distribution agreements with publishers not owned by Pearson Education. In a typical example, Pearson Professional Learning (PPL) signed exclusive agreements with Heinemann US and Australia's Edith Cowan University Resources for Learning (ECU RL) to represent their excellent lists of professional resources. Importing in this manner is the fastest way to get the books into the marketplace. It is also a good step for publishers to gain marketing knowledge and editorial experience for the development of adaptation or local publishing.

A second method by which many publishers spur title development is to adapt foreign published books to the Canadian market. It is sometimes possible, depending on the situation, to retain the foreign content and simply add Canadian components to the imported titles. Publishers must take into consideration the needs and regulations of the local market. Although they may

have to spend time and money in publishing these components, it is still more cost-effective than publishing books from scratch.

The Early Learning Group of Pearson Education US originally published *Read Together, Talk Together*. The series has two levels and for each level it has one *Program Guide*, twenty picture books and twenty *Parent/Teacher Notes*, one Teacher Training video and one Parent Training video. Pearson School Division (Canada) saw an opportunity for the company to develop in the market for preschool reading materials, but it wanted to test the market by publishing something fairly quickly and easily. It did not want to take a great financial risk while being unsure of the market. But as there were differences in reading strategies, which will be explained in detail in Part 3, Pearson School Division (Canada) decided to add Canadian components to go with the imported picture books and videos: *Program Handbook Canadian Edition* and *Parent/Teacher Notes Canadian Edition*.

The “Canadianizing” of this series was part of my internship with Pearson Education Canada. It took nearly four months to finish editing and design of the new Canadian components and to put them into production. However, the royalty payments to the authors who wrote the Canadian components were much less than the initial investment in the picture books and videos.

Interestingly, the Pearson Education US Early Learning team was not the originators of the series. Books were chosen from Penguin Puffin and only the US

components of *Program Guide*, *Parent/Teacher Notes* and the videos were published. The US team had to replace a few picture books that Penguin Puffin stopped reprinting with others which were still in print. It is very efficient to package old titles in a new way to meet the demands of a new market.

For the senior high school level, Pearson School Division (Canada) includes titles from Pearson Education Higher Education Division. However, for some of the key titles they published specific Canadian editions such as, *Microeconomics*, *Canada in the Global Environment* and *Macroeconomics*, *Canada in the Global Environment*. Similar efforts were made with science and English language titles.

A further method the company utilizes to develop titles is to purchase the rights for books from publishers or packagers not belonging to the Pearson family. *Brain Bank* is a reading series for which Pearson School Division (Canada) bought the publishing rights from the US company, Weldon Owen Education Inc. For each level there are two boxes for science and two boxes for social studies. Each box contains twelve illustrated books. After carefully studying the books and the curricula of the major provinces, Ontario and British Columbia, Pearson School Division (Canada) decided to publish only one box for science and one box for social studies for each level.

Local publishing, in which writing is done for one particular market based on its specific curriculum, is one of the major strengths of Pearson School

Division (Canada). In serving the kindergarten to Grade 9, Pearson School Division publishes locally for all the main courses. Two examples of locally published series are: *Math Makes Sense*, started from 2003, and *Literacy in Action*, which had its first level published in summer 2006. These two series represent a substantial investment for Pearson School Division (Canada). However, *Math Makes Sense* has since captured the major market share in Canada and *Literacy in Action* is currently being marketed and promoted with the aim of increasing its market share at the expense of other competitive literacy courses.

For the Grades 7-12 market, Pearson School Division (Canada) publishes its own mathematics textbooks. These include: *Mathematics Intervention*, *Ontario Mathematics* and *Western & Atlantic Mathematics*. Business titles, such as *Canadian Marketing in Action* and *Law in Action*, were also developed and published in Canada. However, it's mainly in the sectors of social studies and modern languages where the strongest Canadian features may be found. In the catalogue of social studies, most of the titles are published specifically for individual provinces. Here we find titles such as, *Ontario Geography*, *Manitoba Social Studies* and *British Columbia Socials*. In addition, all French courses are published locally. (7)

(7) Title information was written based upon 2006-2007 school catalogues of Pearson Education's School Publishing Division.

Title Publishing Strategies

Once an educational publishing house has decided where to position itself in the prevailing market and has asserted methods to develop new titles, it becomes necessary to consider balancing the relationship between backlist and front-list titles, long-term and short-term investments, the national (multiple provincial markets) and provincial markets in the publishing process.

Backlist titles are books that have been in print and have been selling for some time. Front-list titles, in contrast, are books that have been newly published, often at a great initial expense. One of the main publishing strategies for an educational publisher is to build up its backlist while investing in front-list titles. As publishing education titles takes longer and requires more financial investment, a publisher will do intensive marketing to increase sales as well as procure more reprints and build up its backlist. Reprintings provide a greater profit margin for a publisher, as the initial development costs will be borne by the first printing. Later-printings costs are mainly for paper, printing and binding.

However, a publisher cannot cease investing in, and publishing new titles. While educational titles do tend to have a longer life span, text content must be updated periodically, particularly with any changes to provincial curricula. It may be, though, that some titles will finally disappear from the backlist. This gradual erosion of title relevance requires publishers to continually invest in new titles. A good ongoing balance between backlist and front-list titles is desirable for any publisher.

Long-term investments are most prevalent in main courses like language arts and mathematics. Student enrollment numbers and the resultant market potential make it possible for publishers to invest with greater success. Relatively new titles like, *Math Makes Sense* and *Literacy in Action* are good examples for illustration. Titles like these, when successful, will help publishers increase market share, promote the company image, and make a reasonable profit. In time they become backlist titles and reprinting reaps more profit.

As it takes quite a few years to complete a whole series of textbooks, including student book, teacher's book and a variety of supplements, publishers need, also, to invest in medium- or small-sized projects. These may bring in quick sales and profits with less financial risk. Many supplements to language arts titles fit into these categories. A count of titles in Pearson School Division catalogues shows that roughly 80% of the titles are short-term investments and 20% are long-term investments.

Most of the books published by Pearson School Division target the national market, in other words, multi-provincial markets. Student books may likely remain the same in every province across the country, but different versions of teacher's books will be published for each province according to its curriculum. For example, *Literacy in Action* has four editions of the title, Teacher's Book: Ontario Edition, BC Edition, Atlantic (APEF) Edition and Western (WNCP) Edition. APEF is a shorter name for Atlantic Provinces Education Foundation for New Brunswick, Nova Scotia, Prince Edward Island

and Newfoundland & Labrador. WNCP stands for Western Canada Protocol for Collaboration in Basic Education for Manitoba, Saskatchewan, Alberta, Yukon Territories, Northwest Territories and Nunavut.

There are, however, occasions whereby some provinces wish to have their own textbooks. In light of this, Pearson School Division now works more closely with individual provinces to meet their needs. In partnership with Surrey School District 36 in British Columbia, Pearson School Division has developed and published *RAD*, a reading assessment series for Grade 1 to 9. It has also worked with the province of Alberta to publish a customized social studies textbook series, *Many Voices*.

Most of the key titles in the majority of subjects are available in French versions, such as the series, *Reaching Readers*. As well, all the main texts from kindergarten to Grade 6 are available in French. This is not only for Quebec schools but they are also widely used in French immersion schools and programs in other provinces.

New Business Development of Pearson Professional Learning (PPL)

Pearson Professional Learning (PPL), a relatively new department of Pearson School Division, is committed to supporting teachers with the best

professional development tools and resources available. It offers professional learning opportunities and resources to teachers at all levels (kindergarten to Grade 12) and at all stages of their careers. (8) Its establishment and rapid growth over a period of four years offers a good example of Pearson School Division's successful title development strategies.

Around 2002 Pearson School Division perceived a need in the educational publishing market for professional development programs for teachers. Pearson School Division saw the opportunity to go beyond selling just student textbooks, and began to target government funding for professional development. By doing this, Pearson School Division could expand its business beyond its current competence and increase previous limited growth opportunities in the competitive school market. This could also help differentiate Pearson School Division from other publishers in the market, as they became a full-service education provider.

Pearson School Division initiated its professional learning business through partnering with established and well-known publishing brands and by importing titles into the Canadian market. PPL was launched in the fall of 2002 when Pearson Education signed two exclusive agreements, one with Heinemann US to represent its excellent list of professional resources, the other with Australia's Edith Cowan University Resources for Learning (ECU RL). The latter

(8) Information about Pearson Professional Learning was traced on March 8, 2007 from <http://www.pearsonprofessionallearning.ca/about.html>.

agreement allowed PPL to represent the *First Steps® Literacy*, *First Steps® in Mathematics*, and *Stepping Out* professional development programs. In addition to these resources, PPL also represented other Pearson companies including Pearson Achievement Solutions, Allyn and Bacon, Merrill, Pearson Australia, as well as high-quality books and courses from Marilyn Burns Education Associates/Math Solutions, ETA/Cuisenaire and Teacher Ideas Press. (9)

PPL is now focused in two main areas: professional resources and professional courses. The professional resources division has a collection of over 1,000 print, audio, and video resources from the most respected publishers of professional development materials. Adding to the imported titles from Pearson's sister companies and outside companies, PPL has developed and published its own professional books. These include *Creating the Dynamic Classroom* and *Lessons in Comprehension* (e-book). With these efforts, PPL's professional resources cover almost every subject and every aspect of teaching from Reading, Writing, Reading & Writing, Phonics & Spelling, ELL/ESL & Multicultural, Social Studies, Early Learning, New Teachers, Leadership, Assessment, Classroom Management, Teaching Profession/Staff Development and Visual Arts & Drama.

The professional-course division offers the following courses: *ETA Cuisenaire*, *FirstSteps® Literacy*, *FirstSteps® in Mathematics*, *LessonLab*,

(9) Information about Pearson Professional Learning was traced on March 8, 2007 from <http://www.pearsonprofessionallearning.ca/about.html>.

Math Solutions and *Stepping Out*. Details of these courses, course descriptions, schedules and fees, may be found in a separate course catalogue. Currently PPL depends on imported resources from Australia and the US for its teacher training in the fields of literacy and numeracy.

PPL has expanded rapidly over the past four years. Sales have doubled, mainly because Pearson School Division was able early to tap into the new market of professional learning. The company's ability to build its resource list through partnering and importing further aided its rapid development. In this initial stage, Pearson School Division quickly established a strong reputation as a publisher for professional learning resources. This allowed it to create an internal team of editors, marketers and trainers in preparation for the next step - local publishing for the Canadian market.

Currently PPL has a team of seven people. The team handles original importing, local publishing, marketing, and sales of professional resources and courses. PPL has a leading position in this market segment where it competes with Pembroke Publishing and Corwin Press in the area of professional resource books. PPL's main competitors in professional courses are faculties of education in colleges and universities, teacher federations and school boards, who provide in-service trainings. Thomson Nelson entered the market following Pearson's

lead but it only provides mathematics-training courses for teachers from kindergarten to Grade 8.

Part Three Title Development Processes

In the realm of educational books, the publishing process is commonly divided into three main stages: pre-production, book development, and post-production. This section of the report focuses on these three stages, the people involved, and their responsibilities throughout the process. The development of the Canadian components for *Read Together, Talk Together* is introduced in detail as a case study.

Three-stage Development Process

Pre-production involves various research activities and analyses, including market and competition analysis and detailed research into provincial curricula. The second stage comprises the actual writing of the book, as well as the editing, and proofreading. The product design and production are also undertaken during the second stage. The post-production stage is taken up with the marketing and promotion of the published books.

Pre-production

To determine whether or not to publish a new textbook or a new edition of an old textbook, market analysis must be made. This analysis is based on the

information collected through a variety of channels. Sales figures, past and potential, are of particular importance here. In developing a new title, potential sales figures must be estimated from research data regarding which provinces or cities may adopt the title and how many copies may be ordered. This information is obtained by having sales representatives enter into discussions with school board members or teachers in schools. For new editions of older titles, information about former and current sales must be collected as well as data on how many schools are likely to replace old editions with new ones. Much time and efforts must also be spent in pouring over the various provincial curricula and developing an understanding of any new teaching methodologies in the given subject area.

A significant part of the pre-production phase is directed toward focus groups, surveys and interviews with teachers. At times even students are welcomed as participants. Marketing staff, along with sales representatives and editors, are often assigned to this type of research. In the markets with large student enrollments and greater adoption potential, employees in senior positions such as publishing directors, marketing directors and sales directors must talk directly with their counterparts within the school system.

Also at this stage, editors will do intensive studies of the competitive titles in the market. They will analyze every aspect of their competitors' best-selling titles and make lists and charts of the features and content that might be used to improve their own new book or new edition. As well, they attempt to determine

the weaknesses of the competitive titles so they may avoid similar problems in their own work. Ultimately these analyses provide valuable information regarding what is to be included in a new textbook or how an older textbook will be revised.

The Book Development Process

Based on the results of the pre-production stage, publishers may begin to develop the intended books. This stage includes the writing, reviewing, editing, design and production of the book.

The first step in the writing process is the creation of a sample chapter. The structure, language level, content, exercises and illustrations will be evident in the sample chapter. This should represent the publisher's unique ideas about the book. Once the sample chapter has been written, focus group analysis, pilot testing and reviewing are carried out to collect feedback on the material. Teacher-consultants are asked to review the manuscript for pedagogy. As well, sales representatives submit reports on what they discover through their interaction with teachers. At times university professors may also be requested to review the content of the material. Once the sample chapter is approved, the authors set to writing the remainder of the book.

The editorial process usually takes place over three drafts. The first draft is dedicated to editorial feedback. The second is provided for external feedback, including general teacher review for curriculum fit, social and cultural bias and

reading level. The final draft is submitted for copyediting, after which it is slated for production.

In reality there are often more than three drafts. As long as publishers have sufficient time and money, they may work with the authors until they get a fully satisfactory draft. Also, there are often further revisions required subsequent to submission to the relevant government offices and from the results of the field-testing. It is common that government ministries request that changes be made in one way or another. When books and materials are tested in the classroom with teachers and students participating, weaknesses in the product may be discovered and the publishers will have to determine how to make the necessary changes.

Design work begins concurrent with editing, as the editing process is very dependent on elements such as page number and size, the illustrations, etc. Without this information being available, editors find it difficult to make decisions regarding the extent of editing needed, particularly as the contents must conform to the number of pages specified for the volume.

Post-production

The major tasks of the post-production stage are marketing and promotion. Educational titles have their own traditional ways of being marketed and may include a book launch, sales calls, book displays during teachers' meetings or book fairs, and teacher training.

Essentially, marketing begins with the initial stages of research, and teachers play a very active role in all of the marketing activities. As teachers are involved in the basic research to determine a need for a title, this is perceived as an opportunity for getting the message out about a new title very early on. Reviewing is a further way to involve teachers both in collecting feedback for the content and assessing the market potential for the new title.

While authors and editors are working on the manuscript, marketing people begin planning their strategies. The scale of any marketing efforts is directly influenced by the size of the project. A big project may entail marketing activities in all the major cities across Canada, but a smaller project may require events only in the main markets. The creation of catalogues and promotional materials is important at this stage.

Within a publishing house there is at least one national sales conference or several regional ones each year where sales representatives assemble to learn of the company's new titles. Editors provide detailed information on the new titles including the main features, the selling points and the competition in the market. Following the conferences, the sales representatives introduce the new titles during their visits with teachers or at book fairs.

After a book is published, the most important marketing activity is the book launch. Usually consultants, trainers, authors and editors participate in the book launch in order to give teachers an opportunity to become fully acquainted

with the new book. Editors will also attend professional gatherings or conventions to give talks on newly published books. As well, in-service teacher training is an important element of the marketing activities. This service is provided to schools or school boards in an effort to secure the adoption of a new title.

After books are published, editors will continue to closely monitor sales figures to see how well the books are selling. They will also collect feedback on those new features that are viewed favourably and those that are not. This information will be of benefit in the publishing of the next-level books or future revisions.

The People Involved / Organization of Responsibility

There are usually two teams involved in the title development processes. The external team consists of authors, consultants, reviewers and field-testing teachers. The internal team consists of people from the editing, design, production, marketing and sales departments.

An author is chosen based on two criteria. In the one instance, an author is often well known in his or her field or affiliated with a prestigious organization. Otherwise an author is usually associated in some way with education. Of course it is ideal if an author can satisfy both requirements. An author also needs to be a good communicator and a good presenter. A single-book project may need one

author working individually or two authors working together. The usual case, given the complexity of the subject matter or the time constraints involved, requires two or more authors. In this situation the author team usually includes at least one teacher and may also include one teacher educator.

Consultants have a direct and important impact on the content of any textbook. Generally they are either experts in their particular field or current teachers in the subject that the textbook covers. They undertake a thorough review of any manuscript, including its content and pedagogy. The consultants then provide constructive feedback to authors.

The role of the reviewers is to evaluate a manuscript based on the accuracy, currency, and adequacy of information covered by authors. An authors' meeting is often held to ensure that all participants understand their responsibilities and any deadlines for the teams. The consultants, authors and editors then work together as a team to produce the manuscript.

A publisher or senior editor usually heads the internal team. The team head is responsible for ensuring that the project runs smoothly, with quality maintained and deadlines met. This can sometimes be a daunting task as producing a textbook may often be a complex combination of working on a manuscript within a schedule, adding illustrations, a glossary, an index, and ancillary materials such as teacher's edition and workbooks.

The internal team usually consists of a coordinating or project editor, a copy editor, a designer and a production manager. The project editor interacts directly with the authors of the text. The copy editor, who may be either in-house or freelance, has the responsibility of making certain that a manuscript is clearly written and grammatically correct. The size of the team may vary, however, depending on the immensity of the project. Issues such as the time-line, how many levels there may be to a course or how many components for each level are required, will dictate the team's size and makeup.

The importance of outlining a clear internal structure cannot be stressed enough. To ensure the success of any project, each staff member must be fully aware of his or her responsibilities. At Pearson School Division a solid internal structure is evident, not just in individual projects, but throughout the company. There are ten publishers in Pearson School Division. The publisher is responsible for the actual publishing of a book from as early as when it's still in the proposal stage. Directly under the publishers are managing editors, development editors, coordinating editors and copy editors who are working on various projects.

The internal editorial team is responsible for coordination and quality control. This tends to be administrative in nature, and most of the editing work is contracted out to freelancers. Pearson School Division has a highly professional team of freelance editors to draw upon. Most of these freelancers have worked with school publishing for some years and they maintain very good working relationships with Pearson's editors. In addition, the in-house editors are highly

flexible and may be transferred from one subject to another without difficulty. If a big social studies or French language project is nearing completion, the editors will likely be transferred to, say, a language arts project.

Marketing Director heads the marketing team and under this role are three marketing managers, one of whom is based in the head office and is responsible for creating catalogues and taking charge of the work of product managers and marketing specialists. Another marketing manager, serving the Eastern region, is based in Ontario, while the Western marketing manager is based in Alberta. Aside from the people in these roles, Pearson School Division has consultants working with different teams to develop new projects, make presentations to teachers and to give teacher-training sessions. Pearson School Division has, for example, one national literacy consultant and a professional planning advisor, two professional learning consultants and one math consultant based in Western Canada.

The three-stage publishing process is typical of educational publishing. As well, the importance of research, reviewing, field-testing and the teachers' role in marketing is typical in this market. This can be verified by following the development of both *Read Together, Talk Together* Canadian components and *Literacy in Action*.

Research and Analyses of *Read Together, Talk Together*

The early learning market (see definition in the following paragraph) remains a newly emerging publishing sector. Ontario was the first province to recognize the importance of investing in children's early-years education. This led directly to the launch of the "Best Start" program (definition to follow). The Ontario government's funding of "Best Start" created new opportunities in the nascent early learning market. Realizing the potential in this niche, Pearson School Division launched its market and product research.

After examining a great deal of already published product, *Read Together, Talk Together*, a reading program published by Pearson Early Learning's US team, was chosen as Pearson School Division's first entry into the early learning market. It was decided that Canadian components would be added to the original series and efforts would be made to sell them in the early learning market in Ontario and other Canadian provinces.

The Early Learning Market in Canada

There is no clear definition of the "early learning market". Some experts speak of early learning in terms of the period from birth to the child's first entry at school. Others extend the definition to include the early schooling experience in junior and senior kindergarten as well. It is also important to note that within each province, the early learning years may come under the jurisdiction of a

ministry other than the Ministry of Education. In Ontario, for example, the ministry responsible is the Ministry of Children and Youth Services.

Currently early learning is not defined within an educational framework. There are no common framework documents or curricula which state general expectations and goals. The Ontario Ministry of Children and Youth Services oversees elements that relate to certain standards, particularly regarding health and safety issues. The Ministry grants accreditation to various profit and non-profit organizations to run childcare programs, but it does not yet specify or mandate any specific programs.

Many childcare programs are delivered by for-profit organizations such as church groups, the YMCA (The Young Men's Christian Association) and the Montessori programs. The variety of programs offered may be bewildering. Some programs are daylong, some are delivered after-school, some require parental attendance, etc. As well, there are numerous government-sponsored programs. Currently there is no commonality in program philosophy beyond general statements about being "child-centred" and "developed appropriately".

Essentially, in early learning each province operates independently. This is similar to the situation in formal education where each province has its own guidelines but commonalities may be seen in practices across the nation. To date, Ontario has made the greatest commitment to early learning. The "Best Start" program, launched in 2004, defined the childcare services to be delivered in that

province. The program was expected to develop a framework document in early learning, which could be used as reference for other provinces in developing their early learning strategies. Also in 2004, British Columbia was nearing an announcement for its own plans for early learning. (10)

“Best Start” in Ontario

In 2004 the government of Ontario launched the “Best Start” program. This was in recognition of the importance of focusing on healthy development, early learning and childcare services during a child's first years. The government expressed the desire that children in Ontario get the best possible start in life, and that they be ready and eager to learn by the time they enter Grade 1.

"One of the most effective investments we can make for this city's future is to ensure that young Torontonians have early access to education and quality childcare. We welcome this announcement (about “Best Start”), as it helps create a legacy that will improve our city for an entire generation," said Toronto Mayor David Miller. (11)

“Best Start” represents Ontario's efforts to expand affordable, quality childcare and to invest in children's healthy early development. The quest is to provide services in convenient and easily accessible locations for parents by working with community partners. These include municipalities, school boards,

(10) Information from research report by Doug Panassis in 2005.

(11) Words of David Miller was traced on March 8, 2007 from the website, <http://www.children.gov.on.ca/CS/en/newsRoom/newsReleases/050728.htm>.

public health units, as well as childcare and children's services providers. This ambitious plan aims to develop the program in a series of steps within the province. Thus a long-term strategy will unfold over the next ten years.

Ontario achieved significant progress in implementing the program through 2005-06. Municipalities received sufficient funding to create nearly 15,000 new licensed childcare spaces and 4,000 subsidized childcare spaces were created in 2004-05. As well, a significant number of new subsidies were made available to assist parents with the cost of licensed care. The government also established three panels of experts to guide the implementation of the "Best Start" program. These are known as the Expert Panel on the Enhanced 18-Month Well Baby Visit, the Expert Panel on Quality and Human Resources and the Expert Panel on An Early Learning Program. The latter panel aims to develop an early learning framework for preschool children that can be linked to junior and senior kindergarten programs. Ultimately the province expects to make early learning a single integrated learning program for children in both preschool and junior and senior kindergarten.

As stated earlier, "Best Start" is an ambitious plan. To aid its development throughout the province, the program underwent accelerated implementation in three communities: Hamilton's urban east end; the rural areas of Lambton and Chatham-Kent; and the District of Timiskaming. It is believed that by focusing on these three models, other "Best Start" communities will be able to learn from the

experiences of these communities and share best practices that will provide a strong guiding force over the long term. (12)

Realizing that there may be some very positive opportunities in the early learning market, Pearson School Division instituted research into the area with a team working under Mark Cobham, Vice President for Publishing and Marketing at Pearson School Division. To gain a better understanding of the early learning market and to get feedback from professionals in this field, Cobham undertook market and product research in two directions. In the one instance he invited Pat Dickinson to evaluate and analyze Pearson's current early learning materials, including *Read Together, Talk Together*. Dickinson is a faculty member of Charles Sturt University Ontario and also sits on the Board of the "Best Start" Program in Ontario. As well, he contracted Doug Panassis, a highly regarded publishing consultant, to do market research in the early learning market. Panassis would also research the potential of Pearson's available early learning resources.

Read Together, Talk Together and Its Review

Read Together, Talk Together is a reading program developed for children aged 2 to 5. The program is based on the dialogic reading research done by Grover J. Whitehurst and was produced by Pearson Early Learning's US team. Dialogic reading is a shared, picture book reading experience in which adults

(12) Information about "Best Start" in Ontario was traced on March 8, 2007 from the website, <http://www.children.gov.on.ca/CS/en/programs/BestStart/default.htm>.

read to children, prompt them with questions, expand on their answers and praise their storytelling abilities.

Read Together, Talk Together is comprised of two kits. Kit A is appropriate for children ages 2 to 3 and Kit B for children 4 to 5. Each Kit includes:

- Picture Books – 20 fiction and non-fiction titles, including children’s favourites and all-time classics
- *Parent/Teacher Notes* for the picture books
- *Program Guide*, explaining the dialogic reading technique
- Teacher Training Video
- Parent Training Video

Mark Cobham included these two kits in a package of Pearson’s early learning resources and asked Pat Dickinson to do a thorough review of the material. She reviewed the resources within the framework of “Summary Comments”, “What Works”, “What Doesn’t”, “How It Connects (or not) to Current Thinking” and “We Should Attempt to Sell it, Adapt it, or Set It Aside?” In her review report dated July 2005, Dickinson reviewed eight items and *Read Together, Talk Together* left a most favourable impression.

Read Together, Talk Together makes a book conversation with a child easy. The *Parent/Teacher Notes* guide parents and teachers, provide tips and sample questions for each book. The videotapes show parents and teachers how

to give children a head start in learning to read. It is a fun learning experience to engage children and adults in the reading and learning process. The program will also help parents and teachers learn the linguistic skills they need to develop, such as active listening, vocabulary, rhyming words, segmenting sentences, segmenting words and phonemic awareness, especially when they engage in shared reading activities with children.

Dickinson had earlier been responsible for introducing the concept of “cozy reading”, which provided the basics for the later Canadian components.

The concept of having conversations around favourite children’s books is very current and developmentally appropriate. We developed a program called *Cozy Reading* in Halton that is very similar to this resource. I think our program has added value because the notion is to have a volunteer read with small groups of children, from books particularly chosen to encourage conversation and fun interaction with books, helping children develop a love of books and literacy that will provide a lifelong basis for literacy learning. Pearson might be interested in looking at this program!
(13)

Research within the Target Market

Doug Panassis, a publishing consultant, took charge of the market research and the review of Pearson’s early learning resources. He engaged in telephone interviews with various members of school boards who were responsible for early learning. His main focus was on the school boards of Peel

(13) Direct quote from the review report by Pat Dickinson in 2005.

District, York Region, Halton District, Toronto, and Niagara District. He also conducted telephone interviews with people involved with early learning at school boards in Manitoba, Newfoundland, and British Columbia.

In his report Panassis summarized the main points of “Best Start” program in Ontario. He also collated the feedback he received on Pearson early learning resources, particularly on *Read Together, Talk Together*. Panassis then made several recommendations to Pearson School Division. The following three main points are drawn from his report.

1. Under the “Best Start” program, the early-years market is in the early stages of a 10-year development plan. If the federally backed initiative survives elections and politics, it will impact the market over the next ten years and will create opportunities.
2. 2006 is a building block year. The provinces have just started to set the parameters that will affect program delivery; the boards’ focus has been on physical locations. Pearson School Division is very sensitive to the new trend in the market, especially new policies of the government. It tries to start earlier than the other publishers in order to take the leading position in the new market. However, this early learning market is still at the very initial stage and not worth great investment from publishers for the time being.

3. Pearson has access to quality literature, which can be turned to a competitive advantage. Pearson's early learning resources do not have great traction in the Canadian marketplace. The quality literature can be used to establish presence in an emerging market but it will not generate immediate sales to warrant wide scale mailing costs.

Panassis also made the point that "Most people I interviewed in both the education and childcare environments, applauded the fact that Pearson was so quick of the mark and was doing market research on this early learning market, but they also pointed out that things we (Pearson School Division) might define as program were not even on the radar yet." (14)

According to the research done by Panassis, *Read Together, Talk Together* generated the most interest. The appeal of the product was in both its packaging and the quality of the books selected. The series appeared to have great potential for adaptation. The chart below lists the main feedback from telephone interviews. This information had a direct influence on Pearson School Division's decision as to how best to proceed in entering the emerging early learning market.

(14) Information in this section including this direct quote from research report by Doug Panassis in 2005

Table 2: Feedback from School Boards for *Read Together, Talk Together*

School Boards	Suggestions
Pembina Trails School Board, Manitoba	More Canadian content More early phonics materials More tapes or other audio components
Early Childhood Consultant from Winnipeg, Manitoba	The instructional videos were useful.
Newfoundland	A big priority on revamping kindergarten program Most interested in <i>Read Together, Talk Together</i>
Halton Catholic District School Board, Ontario	Emphasis is on oral language. Social development is more important than skill development. Music, nursery rhymes and chants should be the springboard to other activities and should precede literacy.
Peel District School Board, Ontario	<i>Parent/Teacher Notes</i> are too literal and focused. Questions do not really engage the kids. Board books, lap and big books, CDs for listening, charts, finger plays, poems, CDS with songs, poetry and nursery rhymes, more circle time activities needed Involve ECE (15) on any project
York Region District School Board, Ontario	The literature and the selection of books are good. The vocabulary is too much for either parents or ECEs. <i>Parent/Teacher Notes</i> are a little too prescriptive in instruction.
Halton District School Board, Ontario	Charts, even some word strips needed Some books are not suitable for shared reading.
Toronto District School Board, Ontario	Day care and home type activities should not be like school. Parents and ECEs cannot be turned into teachers.
York Catholic District School Board, Ontario	<i>Parent/Teacher Notes</i> should be broken down into the process of "Before, During and After Reading". More explicit questions for teachers on "Self to Text" and "Text to Text" connections
Surrey School Board, British Columbia	Do not believe in pre-reading activities for 3 and 4 year olds.

(15) ECE is the shortened name for Early Childhood Educator. They're people who receive training and work with a certificate in early learning programs, such as Montessori.

Pearson's Strategy and Plan for *Read Together, Talk Together*

Based on the recommendations culled from the research data, Pearson School Division came to the conclusion that it would publish *Read Together, Talk Together* for its first foray into the Canadian early learning market.

In the US, Pearson's Early Learning team had developed and pursued its own strategy for entering the new early learning market. All the picture books it chose were classical children's titles published by its sister company, Penguin that had been in print for many years. Signing an inter-company contract with Penguin, putting the picture books in a series, using a new strategy of dialogic reading, publishing *Program Guide, Parent/Teacher Notes*, making videos and producing a kit to case them, was a cost-effective way to go to this market.

In 2003 the US team purchased twenty titles from Penguin Puffin for Kit A. As it turned out, however, one of the titles, *Truck*, was out of stock. The team simply replaced this title with *Kitten*, which was published by Dorling Kindersley, another imprint under Penguin. Both are non-fiction titles, so it made no real difference to the whole series. However, it did help Penguin reduce the stock of old titles, many of which had been moving very slowly after being in print for many years. Therefore it was very efficient, for both parties, to use the then-available title in the warehouse.

When Pearson School Division planned to publish this series for the Canadian market, some contentious issues were raised during the research

process. In consideration of the lack of Canadian context, Pearson School Division chose to use all the picture books and videos in the two kits, but to create new Canadian components for them. These were to become: *Program Handbook Canadian Edition* and *Parent/Teacher Notes Canadian Edition*. The strategy behind this was that Pearson School Division wanted to publish the kits in a simple and inexpensive manner so as to get them into the market quickly. However, the company still wanted to be able to maintain the good quality of the product. Also, there was concern about the potential in this new market and Pearson School Division did not want to invest a lot of time and money until it could see some positive results from their initial efforts.

Research and Analyses for *Literacy in Action*

It took Pearson School Division about two years to develop and publish *Read Together, Talk Together*. Over the course of this period many people were involved, particularly in the research stage. However, as a small literacy project targeting the newly developing early learning market, *Read Together, Talk Together* was not important enough to have the usual amount of applied research and analyses typical of larger educational publishing projects. *Literacy in Action*, a much bigger publishing project, demanded research on a decidedly larger scale.

Literacy in Action is a new language arts main course, which was implemented as part of the new Ontario curriculum, imposed in 2006. Pearson School Division's *Collections* competes in this market with two other main series,

Thomson's *Nelson Language Arts* (kindergarten to Grade 6) and *Cornerstones* (Grades 1 to 6). The series, *Collections*, was originally published between 1996 and 1999, but Pearson School Division did not capture much market share at the time. However, because Pearson School Division's team had achieved great success in publishing *Math Makes Sense*, the company was able to spend more time and efforts toward developing another main course.

Pearson School Division began consideration of this project in 2004. From early 2005 they undertook a great deal of research, culminating in discussion groups, consultant's meetings and small focus groups in Ontario and Alberta which were held in March. In May and June of 2005, about 25 focus groups were organized in school boards across Canada, from Newfoundland and Nova Scotia, to British Columbia. As well, a one-on-one meeting was conducted to do the prototype review (16).

In November, concept testing (17) was done in thirteen school boards. These sessions were followed up by "Reflect and Share" and "Dig Deeper" interviews, which were small-scale, detailed discussions with teachers engaged in the first stages of the research. A large-scale field-testing was conducted from January to March 2006, which involved 250 teachers and 8,000 students across Canada.

(16) Prototype review a review based upon a draft sample unit at the initial research stage, which will help publishers collect feedback and set up a model unit.

(17) Concept testing is different from traditional field test of a complete unit. It takes place at the initial research stage and aims at testing the main concept, such as the instructional approach, to find if it reflects the current trend and initiatives in one subject area.

Literacy in Action had an author team of 22 teachers and consultants, and a review team of two advisors and 70 reviewers. The research and testing results were published in a series of books called *Build Capacity for Literacy Instruction* with three components: *Reflections on Literacy*, *Literacy Talk* and *Building Capacity for Literacy Instruction Video* (DVD).

No matter the size of a project, “research” is a crucial initial aspect of the title development process. Without a thorough understanding of the market trends, curriculum updates, field professionals’ feedback, and, of course, the competition in the market, a project cannot succeed. *Literacy in Action* is another example that demonstrates the importance of research and analyses in developing a new publishing project.

The Development of the *Read Together, Talk Together* Canadian Components

Based on the research done in the initial stages, Pearson School Division developed its strategy and planning for *Read Together, Talk Together*: to publish two Canadian components, *Program Handbook Canadian Edition* and *Parent/Teacher Notes Canadian Edition* for both Kit A and Kit B, and to add them to the original US picture books and videos in both kits.

To begin a project, an internal team must be formed with members from the editing, production and marketing departments. Mark Cobham was the

publisher for this series and Elynor Kagan, Language Arts Publisher, took charge of all publishing-related issues. Kathleen ffilloit, a freelance editor, was contracted for the editing and proofreading work. Theresa Thomson, Production Director for Pearson School Division, was tasked with all issues related to design, production and packaging and David Cheung was the designer assigned to the project.

During my internship at Pearson Education Canada, I worked as the coordinating editor for this series. I was engaged in various aspects of publishing from manuscript writing, reviewing, editing, design, and production. I also dealt with contracts and royalty payments up to the initial stage of “official” marketing, which was the writing of a catalogue for this series. As the title implies, the coordinating editor is the person who coordinates all the work, attempts to maintain good relationships among all the parties involved, and ensures the entire book development process runs smoothly. From the beginning it is essential that the coordinating editor is familiar with the books and any relevant background information, including all the past communications about the project and what research has so far been done.

The Writing of the Canadian Components

Pat Dickinson and Teresa Simmons were the authors selected for the Canadian components of *Read Together, Talk Together: Program Handbook Canadian Edition* and *Parent/Teacher Notes Canadian Edition*. The Canadian

Program Handbook and the Canadian *Parent/Teacher Notes* for Kit A were finished prior to my joining the team, while the *Parent/Teacher Notes* for Kit B was begun during my tenure. It took about six weeks for the authors to finish the *Notes* for Kit B. The Canadian components were written and structured to emphasize the Canadian features in contrast with the original US components. The early research and the feedback from the reviewers helped the authors make relevant changes to satisfy the requirements of the Canadian market.

Pat Dickinson was chosen to be the main author. She has been very influential in the early learning market, in part because she sits on the board of “Best Start” in Ontario. Many teachers and others working in school boards regard her as their mentor. As well, she is one of the academic staff at Charles Sturt University Ontario Program; many teachers from Halton and nearby school boards go for training programs.

Charles Sturt University (CSU) is a distinctive university based in Australia. Its Faculty of Education boasts over fifty years experience in the delivery of teacher education programs. CSU Ontario is operated by Charles Sturt University in cooperation with school boards in Halton and surrounding areas. Academic staff for the program consists of a combination of CSU faculty members and staff seconded from local school boards. (18)

(18) Information about Charles Sturt University and its Ontario program was traced in March 2007 from <http://www.csu.edu.au/> and <http://www.csu.edu.au/faculty/educat/ontario/>.

Dickinson's positive review of *Read Together, Talk Together* and her introduction of a local reading strategy called "cozy reading" encouraged Pearson School Division to contract her to write for the project. Dickinson worked with another retired teacher, Teresa Simmons, who had been a kindergarten teacher for more than forty years. Simmons was also a practitioner of the "cozy reading" strategy. Dickinson was responsible for writing *Program Handbook Canadian Edition* and Simmons prepared *Parent/Teacher Notes Canadian Edition* for each of the twenty titles in both Kit A and Kit B. It was Dickinson's responsibility to check and approve the manuscripts before they were finally submitted to Pearson School Division.

As indicated earlier, the writing of the *Canadian Program Handbook* and *Parent/Teacher Notes* for Kit A was initiated prior to my joining the team. At that time Mark Cobham was the main contact person for the authors. After I joined the team, an authors' meeting was arranged and Cobham introduced me as the new coordinating editor. He explained that I would be the contact person for this project. The authors explained their backgrounds and their guiding concepts about the Canadian components, which gave me a better understanding of the project.

Cobham also outlined the schedule for the project. Both Kit A and Kit B were to be published in September 2006. The reviewing and editing work on Kit A had already started. The deadline for submitting the Kit B components was set for the end of May 2006.

Both the *Program Handbook Canadian Edition* and *Parent/Teacher Notes Canadian Edition* have clear Canadian features, which are based on the research results from Dickinson, Panassis and other reviewers. *Program Handbook Canadian Edition* has sixteen pages and seven main sections. The first section is the program overview, which focuses on the Canadian components. The second section provides a comparison between dialogic and cozy reading strategies. The cozy reading program was developed in Canada at the same time as dialogic reading was becoming popular in the US. The major difference between the two is that in cozy reading, the focus is more on the child's conversation. This helps children acquire the attitudes skills and knowledge that are essential to later literacy success. The third section regards how children may benefit from using *Read Together, Talk Together*, while the fourth section details research reports about reading and talking with children. The fifth section, which was added based upon feedback from the reviewers, talks about strategies to promote oral language. The sixth introduces activities to promote oral language and concept development. The final section is the sequence for reading and talking together including "before reading", "during reading", "after reading" and "rereading". This sequence was particularly emphasized because the research and reviews indicated that this typical Canadian way of reading is much loved and widely followed.

Parent/Teacher Notes Canadian Edition (19) was written in a somewhat easier and more practical way. The original US edition has four pages, the first of which has a summary of the story and hints for introducing the story for the first time. Included is an introduction to reading the story for the first time, recalling the story, and reading the book again. A second page is for vocabulary, listing objects or actions. The third page lists prompts and questions to ask children, while the fourth page features recall questions.

Most of the Canadian teachers engaged in the research and reviews thought there were too many questions for preschool children to digest. They also felt that there were too many words in the vocabulary part, which would likely make children lose interest in reading books. Therefore, each of the *Canadian Parent/Teacher Notes* has only two pages, with a brief summary at the very beginning and potential talking scenarios in the sequence of “before, during, after and rereading”. Some difficult words are underlined in the “during the story” part to remind the teachers to explain the words to children.

The authors wrote the Canadian components specifically for Canadian children. This localization of *Read Together, Talk Together* is one of its best-selling points for the Canadian market.

(19) See Appendix 1, *Read Together, Talk Together Parent/Teacher Notes Canadian Edition*.

Reviewing

Reviewing usually starts when a sample chapter is ready. This sample chapter will be revised, updated and finalized based on feedback provided by the reviewers. Questions such as “who are the reviewers”, “what components to review” and “what questions to be asked for the review” must be answered before any review takes place. For *Read Together, Talk Together*, reviewing was done based on the manuscripts of *Program Handbook Canadian Edition* and *Parent/Teacher Notes Canadian Edition* for Kit A.

As the publisher for this program, Mark Cobham made the decision as to who would be on the reviewers’ list. The review for this project was done on a relatively small scale. Ten reviewers were selected: six from Ontario, and one each from Manitoba, British Columbia, Nova Scotia and Newfoundland. The reviewers from Ontario included representatives of the top four school boards as rated by sales, and two school boards involved in the “Best Start” program, Halton and Hamilton. The sales department had provided a list of the top ten school boards in Ontario. For the reviewer in Nova Scotia, Pearson School Division’s Atlantic Regional Sales Manager recommended a key contact person in the early learning market there. The list of interviewed teachers at the earlier research stage from Panassis was also used for reference. Efforts were made to contact these teachers and to involve them further in the review.

Elynor Kagan, Language Arts Publisher, helped decide what to review and a package was prepared for each reviewer. From the US Kit A, one photocopy of

the *Program Guide*, two picture books (one fiction and one non-fiction) and the accompanying *Parent/Teacher Notes* were provided. The authors' manuscripts for the Canadian components, *Program Handbook* and *Parent/Teacher Notes* were also included. It was believed that the reviewers would be able to compare the US components with their Canadian counterparts and provide critical comments. At this stage, much photocopying work needed to be done. Only the original picture books were not photocopied.

A cover letter and questionnaire (20) were drafted for the reviewers. Kagan helped check the questionnaire and it was then sent to Cobham for his approval. Although it was only a two-page questionnaire, it comprised four parts: background information, literature/oral language used in junior and senior kindergarten and how they're used; questions regarding *Program Handbook Canadian Edition*; questions about *Parent/Teacher Notes Canadian Edition* and a general question about the potential for success of *Reading Together, Talk Together* in the schools.

All the questions were centred on the strongest selling points of *Reading Together, Talk Together* and the special features of the Canadian components. The "literature" question was based on the quality of the selection of picture books. There was a question about "cozy reading" and another about "before/during/after". A question was also posed regarding *Notes*. "The original

(20) See Appendix 2, *Read Together, Talk Together* Questionnaire.

US Kit has two copies of each *Parent/Teacher Note*. Is this number useful and appropriate? Would it be useful to be able to photocopy the teaching cards (referring to *Parent/Teacher Notes*)? Please explain.” *Parent/Teacher Notes* in the package and reviewers’ feedback confirmed that there was no such need.

As the coordinating editor, I contacted the reviewers by calling or emailing, sent them the review package and asked them to reply before the deadline. Basically they were all very cooperative and feedback came back in time, mostly because Pearson Education is a great name in the industry and some of the teachers had experience working with Pearson School Division in one way or the other in the past, especially those who had taken part in the initial research of *Read Together, Talk Together*. Some of the replies were really very detailed and had good comments. The review feedback from Kathleen Williams, Early Years Coordinator in Peel District School Board, Ontario is a good example. She explained what she thought of “before, during and after”.

Before: prediction, picture flick, set the scene, vocabulary, brain storming; During: read and think, timeline, vocabulary, oral discussion, cause and effect; After: reflection, retelling, phonemics awareness, point of view, and character discussion (21)

All the feedback was carefully studied and then summarized with the aim of improving the Canadian components. The most important change, based on the review feedback, was to add a new section to *Program Handbook Canadian*

(21) Direct quote from Kathleen Williams’s reply to the questionnaire. See Appendix 3, *Read Together, Talk Together* Reply to Questionnaire.

Edition. This is a section about strategies to promote oral language. As well, the concept of “reproducible” was derived from the reviewers. This came to mean that schools that purchase the package have the right to reproduce as many copies of *Parent/Teacher Notes* as they need for use in the school. Thus, on each copy of the *Parent/Teach Notes* there is a statement that reads: “The right to reproduce this page is restricted to purchasing schools.” Other feedback regarding marketing and sales potential was passed on to sales managers to follow up.

The final part of this process was to contact the reviewers to request their approval to have their names listed as members of the *Read Together, Talk Together Canadian Edition* Advisory Group. The list of names would be part of the copyright page on the inside front cover. (22) Of the ten reviewers five names went on the list. The others demurred as they didn’t believe they were involved enough to be seen as members of the advisory group.

Editing

Editing usually begins when the manuscript is complete. Kagan and I worked with Kathleen ffilloit, the freelance editor for this project. Prior to editing, the two most important things to consider were the number of pages and the structure of the two Canadian components. During editing, smooth

(22) See Appendix 4, *Read Together, Talk Together* Copyright Page.

communication among the editors and the authors must be maintained. How to handle the feedback from the reviewers became an important issue too. Electronic editing and file management played a very important role in the editing process.

Meeting and discussing the editorial issues with the editor was the first step in the process. Kagan and I met with ffilloit to discuss editing the manuscripts and to decide how many pages would be allotted to the Canadian *Program Handbook* and to the *Parent/Teacher Notes*. Based on the manuscript, we expected to have a minimum of eight pages and a maximum of sixteen. There was also a possibility of there being twelve pages. With this estimate in mind, ffilloit got started on the editing.

Unfortunately the structure of the *Program Handbook* was not very clear or easy to follow in the manuscripts. After some discussion we organized the content by putting information about the series, such as program overview, dialogic and cozy reading and how children can benefit from this program, in the first section. Research, strategies, activities and the sequence were relegated to the second part. In discussing *Parent/Teacher Notes*, we restructured each Note into two main parts: "Story Summary" and "Potential Talking Scenarios". As well, it was decided to put the contents in a two-page Note instead of a three- or four-page one.

During the editing process, Kagan, ffilloit, the authors and I all had our roles to play. Kagan was the supervisor for this part of the process. ffilloit, who had been working on several projects for Pearson School Division's language arts team, was the editor for both substantial and line editing. ffilloit and I were responsible for changes in the line editing, but for any substantial changes we needed to obtain Kagan's approval. At times the authors were asked to rewrite some material or to add new content as necessary. For any rewriting done by the editors, the authors' approval was sought. Usually the authors are involved in proofreading as well. However, ffilloit and I did the proofreading, as it was a small project with only one *Program Handbook* and two sets of *Parent/Teacher Notes*, one for Kit A and one for Kit B.

Soon after we started editing, ffilloit asked if she could contact the authors directly regarding some questions she had, and to get the authors' approval for certain rewrites. I knew that contacting the authors was part of my job, but Kagan suggested it would save time and communication would be easier for all of us if ffilloit and the authors could talk directly with each other. All the emails between ffilloit and the authors were duly copied to me, so that I was kept "in the know". It took about four weeks for ffilloit to finish her editing of *Parent/Teacher Notes* in Kit A.

During the editing process we added a new section to the *Program Handbook*. Based on the feedback from the reviewers, Kagan decided that we should include a section about strategies to promote oral language. Dickinson

agreed to write this. We were expecting several paragraphs, but Dickinson came back with five pages. As she was already very busy she did not have time to do second draft. I discussed the unwieldy length with Kagan and we decided to have ffilloit shorten it to fit the planned page length. Dickinson's approval for the rewrite was sought and received.

Editors are required to pay attention to details, always alert to any errors or mistakes. When I prepared the sample books and manuscripts for ffilloit's editing, I did not have a complete set of picture books for her, and had to photocopy a few. For one of the photocopied books, I copied only the pages with words and did not copy pages with only pictures. In my mind ffilloit was working on the words, not the pictures. Later, ffilloit emailed me to say that in one of the books the authors referred to "the stove" in the story, but she could not find any "stove" in her sample, which I had photocopied from the original book. I then realized that in thinking of the editing as only word-based, I had not copied the page with the image of the stove.

The computer now plays a key role in the editing process, particularly with respect to file management and electronic editing. When the authors emailed me their various manuscripts, I saved them in a file folder using the date on which I received them. I then emailed copies to ffilloit for editing. When her edited manuscripts came back to me, I saved them in a second folder, each with the received date as part of its filename.

For the *Program Handbook*, I prepared all the information for the front and back covers, the copyright page and the title page. For the *Parent/Teacher Notes*, I had to include the copyright line. With this information added, I saved the files under the third date for the design phase. In this way, I was able to keep track of all the changes made to the various manuscripts.

ffilloit edited the manuscripts electronically, using the editing tool in Microsoft Word software. In this way, manuscripts could be sent electronically via email, which saved time as well as the expense of sending the manuscripts in hardcopy. It also minimized the risk of mistakes and of losing the manuscripts as they moved from one person to another. fffilloit edited the files professionally with both editing signs and design signs and the other editors were able to read them easily. The designers, too, could easily recognize where the topic and subtopic headings were and where it was necessary to use bigger or smaller fonts. The same was true for the sections of dialogue, where quotation marks would have to be used.

Design and Production

The meeting with the people from Pearson School Division's production team was held one week prior to the meeting with the editor. Cobham, Kagan and I participated in the meeting, along with Theresa Thomson, Production Director for Pearson School Division. Many details regarding *Program Handbook Canadian Edition* and *Parent/Teacher Notes Canadian Edition* needed to be

sorted out before the editing began. These details included the size of the material, the number of pages and the colours to be used. Other production details such as what kind of paper to use and how to package the kits were also discussed.

The size decided upon was 215 mm x 280 mm for both the *Program Handbook* and the *Parent/Teacher Notes*. This was mainly because the original US texts were this size, and it's also a standard size for textbooks.

The *Program Handbook Canadian Edition* has sixteen pages and each of *Parent/Teacher Notes Canadian Edition* comprises two pages. From the beginning the team was worried about whether the contents for *Program Handbook* could be contained in the most efficient eight, twelve or sixteen page format. Another concern was whether two pages might be enough to hold all the contents of *Parent/Teacher Notes*. In the case of *Program Handbook*, after the editing and with the addition of a new section, we found even sixteen pages were not enough. Besides the content we had to add a copyright page, a title page and a line master of the *Reading Together, Talk Together* bookmark. In order to save pages, Theresa Thomson recommended we use both the inside front cover and the inside back cover. The inside front was used as the copyright page and the inside back for the line master.

As to *Parent/Teacher Notes*, before we went ahead with two pages, we gave David Cheung, the designer the longest version as well as the one of normal length. We found that Cheung was able to fit the information onto two pages.

However, we were also concerned about the Kit B Notes. The authors had not finished writing the Notes, and we had no idea how long each of them would be. I contacted the authors and asked them to give me at least one sample of the Kit B Note. When I had received this, I asked ffilloit to do the editing. A copy was given to Cheung who was able to ensure that two pages would be enough for the Kit B Notes.

Program Handbook Canadian Edition has full-colour front and back covers, but all the interior pages are white with black text. Our initial thought was to use the original US box with Canadian labels and to replace the US *Program Guide* and *Parent/Teacher Notes* with the two Canadian ones. The designer was asked to use a background colour similar to the original box for the cover of *Canadian Program Handbook*. It should be yellow, but not exactly the same hue as that of the original US ones, otherwise readers would be confused.

To differentiate *Program Handbook Canadian Edition* from the US version some typical Canadian icons were added to the cover, such as polar bears and Canada geese. *Parent/Teacher Notes Canadian Edition* is in two colours, the original covers of the US Notes in Kit A are red and those in Kit B are blue. For the Canadian Notes two different colours were chosen, green and purple. Where the US Notes has a two-column design, a one-column design was chosen for *Parent/Teacher Notes Canadian Edition*. To further differentiate the two versions, maple leaves were placed in the background of the Canadian Notes.

Based on our discussions about various design elements, Cheung gave us three sample designs for the cover of *Program Handbook*. Alas, none of them was chosen. Instead, elements were drawn from each of the three proposals and combined to form a new design. The most impressive point Cobham made was to emphasize “Canadian Edition” on the cover by making the font size larger and using a different colour from the title. As a cover is seen as the “face” of a book, and therefore an important selling point, it is worth multiple checks to ensure the book title, the author names, the publisher’s name and the logo are just right.

Usually there are three passes for the inner text. The first pass goes to the coordinating editor, the editor and the authors. However, for this project, ffilloit and I worked on the first pass, checking not only the contents but also the overall look of each page, the fonts and the font size. Then permission was sought from Kagan to go ahead with the second and the third passes. These involved, for the most part, proofreading and correcting any mistakes in spacing, spelling, or punctuation.

Production, of course, involves paper. As an experienced educational publisher, Pearson School Division knows exactly what kind of paper to use for book covers and the pages inside. *Program Handbook Canadian Edition* required 10 pt (point, measure of thickness, usually for card stock), coated one-side card stock for the covers and 50 lb text paper for the inside pages. For *Parent/Teacher Notes Canadian Edition* 10 pt, coated two-side card stock was used, as parents and teachers will use them repeatedly. These are utilitarian

items and there is no need to use fancy paper, which would only increase the production costs and lead to higher prices at the sales end.

Another key production issue was the matter of packaging the components. The first idea was to use the original US box with Canadian labels. The books and video would remain as they were and the US components of *Program Guide* and *Parent/Teacher Notes* would be replaced with the newly published Canadian counterparts. However, this idea was quickly discarded, as Pearson Early Learning's US team wanted to keep the original box as it was. Too much time and labour would be involved in opening the boxes, pulling out the US *Program Guide* and *Parent/Teacher Notes* and sealing it again by the US warehouse people. Once the boxes were in Canada, Pearson School Division would have another group of people reopen the boxes, insert the Canadian components, close and label them. This would also make calculating royalties for the authors a very complex issue. A second idea was to keep the US product in the original box and have the Canadian components shrink-wrapped with it. The only problem was that the shrink-wrapped kit would be very unattractive. The final solution was to keep the US box as it was, shrink-wrap the Canadian *Program Handbook* and *Parent/Teacher Notes* for Kit A together and sell them separately from the original box. The same was done for Kit B. It was Thomson who recommended that a Top Card (23) be placed on the *Parent/Teachers Notes* with clear

(23) See Appendix 5, *Read Together, Talk Together* Top Card.

information about what was contained in the kits and the titles of the books. Two cards were created, one for Kit A and one for Kit B. With all the information clearly on the cards, the distribution people could not confuse *Parent/Teacher Notes* of Kit A with those of Kit B.

During the design process, it's very important for editors make a detailed list of what is required of the designer. Designers are very busy and usually work on several different projects at the same time. They cannot always remember what editors have said to them, so they need clear, written instructions from the editors. There are always possibilities for misunderstanding in the design process, so it's important for everyone to know who is responsible for the mistakes. If the designer makes a mistake, he or she must make changes or redo the design within the original cost estimate. If it is the editor's error, he or she will have to take the responsibility and get the publisher's approval to pay for any additional costs. Designers working with textbooks are different from those working for trade titles. The design expectations for textbooks are very much standardized, which makes editors' job much easier.

The final step was to save all the electronic files in PDF format and pass them on to the head of school production, which in this case was Thomson. Hardcopies were printed from the PDF files in the actual size and colour of all the Canadian components: *Program Handbook* and *Parent/Teacher Notes* for Kit A and Kit B. They were then checked with extreme care to make certain everything

was correct for the next stage of printing. This is the last in-house opportunity to make changes or corrections.

Administration

Aside from the writing, reviewing, editing, design and production elements, the title development process involves a great deal of administration work. This guarantees smooth communication among all parties and leads to the final success of a publishing project. The team assistant in Pearson School Division's language arts team helps the publishers and editors handle the myriad details of the administrative work.

While these details are all part of the daily routine, they're very important in keeping projects moving ahead smoothly. For *Read Together, Talk Together* the team assistant contacted customer service people to arrange for the delivery of samples, and the accounting people to organize the cheques for editors and authors. The team assistant also did all the mailings, prepared the author's contracts and applied for the ISBNs.

Contracts are usually signed with the authors once their proposal is accepted. For *Read Together, Talk Together*, the contract worked in a slightly different way. In the very beginning both of the authors were paid by the hour for the time spent in writing. No contracts were signed for this initial work. But as the project moved along, Pearson School Division realized that in signing

contracts, the authors could also be involved in marketing and promotional activities following the publishing of the books. The prepared contracts were first signed by Pearson School Division, and then sent to the authors for their signatures.

The application for the ISBN was made when the details on the title, the components of the series, the authors, the printing quantity, and the publishing date had been arranged. Applying for ISBNs for *Read Together, Talk Together* was done in two stages. This process was closely related to the decision to pack the Canadian components with the original US kits. Except for the two US ISBNs, all the others were newly applied for, including two label ISBNs for Kit A and another two for Kit B. This was to ensure that the warehousing people would know to put them in the right package. There were also two umbrella ISBNs, one for *Read Together, Talk Together, Canadian Edition, Kit A* and the other for *Read Together, Talk Together, Canadian Edition, Kit B*. All the other ISBNs for the components, including labels, went under these two.

Through discussion, the packaging method changed and finalized as discussed in the subsection of “Design and Production”. The ISBNs then had to be rearranged and ultimately only five ISBNs were needed. It was necessary for Pearson School Division to contact the US office to have them apply for the ISBNs and then set up in its System. It is important to make good use of ISBNs. For *Read Together, Talk Together*, ten ISBNs were applied for at the very

beginning but only five were needed in the end. This allowed Pearson School Division to use the remaining ISBNs for other books. (24)

Marketing and Promotion

As indicated earlier, the marketing and promotion for the two kits with Canadian components began when the initial research was undertaken. From the time of the interviews done by Panassis, Pearson School Division initiated its marketing strategy by involving all the key people in the early learning market; thereby passing along the message that Pearson was going to publish new books for this market. The reviewing process also aided the marketing of the proposed materials as teachers were further involved. They were impressed by the detailed product information provided to them in their roles as reviewers.

The authors were also involved in the various stages of the marketing campaign. Pat Dickinson, the main author of the new material, is very influential in the early learning market. To have her write the Canadian components brought great repute to this series. As well, in signing the contract with Pearson School Division, she and the other author, Teresa Simmons, had agreed to participate in a variety marketing activities.

(24) See Appendix 6, ISBNs for *Read Together, Talk Together*.

At the reasonable request of the Publisher and upon reasonable notice, the Author will participate in the promotion of the Publication by giving three presentations (including applicable preparation time) to the Publisher's customers. The Publisher will compensate the Author for reasonable expenses incurred in such promotional activities, including reasonable travel costs. The Publisher will compensate the Author for the time he/she spends in giving presentations after the third, at the regular Pearson rate. (25)

The company catalogue is also a very important marketing tool. Sales representatives use the catalogues to introduce books and other materials to teachers and school boards. Teachers often use the catalogues to get more information about both front-list and backlist titles. The summer period is the ideal time to prepare catalogues for the new fall school season. Usually the marketing managers work with the product managers of the various publishing teams in preparing catalogue copies for all the new titles. The catalogue copy of *Read Together, Talk Together* (26) emphasized the fact that the Canadian components were published specifically for the Canadian market. As well as the catalogue entry for *Read Together, Talk Together*, special bookmarks were created for marketing and promotional purposes.

Several other marketing activities were planned but not implemented. Ideally, there would have been a book launch with the participation of the teachers who had been engaged in research and reviewing. The authors, editors

(25) Term quoted from contract signed between Pearson Education Canada and Pat Dickinson.
(26) See Appendix 7, Catalogue Copy of *Read Together, Talk Together*.

and language arts consultants would have been there to introduce the new series and to explain the strategies behind the development of the series. Moreover, the visits to school boards that had shown great interest in the research and review process were of equal importance. George Tucker, in Newfoundland, was very interested in *Read Together, Talk Together*, and hoped to use the series when the province revamped their kindergarten program.

Cooperation Among Departments

The three stages of the title development process, while independent from each other, remain interrelated. Although the individuals involved in each of these stages have their own duties, cooperation and coordination are needed among all the members of the various departments.

In the pre-production stage, research is the main task to be undertaken. Marketing people are responsible for organizing the bulk of the research, but they also need help from the editors and sales people. The editors prepare questionnaires and chair focus groups while the sales people provide a list of the key teachers in the subject area. They also help with organizing focus groups or other research activities.

As teachers become involved, the research phase also becomes the beginning of the product marketing. The teachers have now become aware that the publisher is planning new books for the market and they're going to get a first

look at the material. Also, from the research undertaken, teachers may be short-listed for positions as reviewers, trainers or even authors. Pat Dickinson, for instance, was initially invited to review *Read Together, Talk Together* and other resources in the research stage, but she was then contracted as the main author for the Canadian components.

During book development, editors take up the leading role in the process. However, the reviewing cannot be done without assistance from the marketing and sales people, who help finalize the list of reviewers. In the case of *Read Together, Talk Together*, the people involved in the early research were also invited to participate in the reviewing of the material.

Pearson School Division's marketing and sales teams were actively engaged in the early research and the review process. From this vantage point they were able to get first-hand information throughout the process from the participating teachers and students. With the input from the editors and sales people, who closely monitored the product development, the design team was able to do a more satisfactory job.

As we have seen, the final stage of the process is the active marketing and promotion of the new books. In this phase the marketing people are responsible for the preparation of all promotional materials and for the planning of all marketing activities. Editors become involved in the planned book launches and training sessions, as they best know the books. It's their job to introduce the

books to the teachers in an enticing and professional manner. The editors will also collect any feedback on the books from the teachers. They'll also work on the preparation of any other books in the same series, or any future revisions.

At Pearson School Division the role played by the "product manager" is very important. Each of the subject teams has a product manager. While the product managers report to the marketing manager, they actually sit together with the editors, not with the marketing people. This clearly demonstrates that the product manager is the link between the editing with marketing areas.

Part Four Conclusions

This report has attempted to provide a guide for publishers who are new to the educational market or have an interest entering this market by using examples from Pearson Education Canada's School Publishing Division (Pearson School Division).

Although Pearson Education is a relatively new name in Canadian educational publishing, it has become, over the past ten years, one of the foremost names in the field. During this ten-year period Pearson Education Canada has increased its sales and gained a greater market share in the main school subject areas. This growth has been achieved through the company's strategies aimed at creating new business opportunities and publishing new titles for the markets. The success of the company is also testimony to the effectiveness of its publishing processes.

The publishing strategies and process Pearson School Division has applied in the school market can be summarized thusly:

1. The development of a comprehensive product line covering all the subject areas in the main courses, as well as supplementary materials and teacher's resources at all levels.

Pearson School Division publishes textbooks for every level and in every subject. For each of the subjects, it publishes main courses, supplementary materials and teacher resources. For the supplementary materials, it publishes various books to satisfy the different market needs. It also provides professional resources and courses for teachers. Pearson School Division has become a full-service provider that can provide whatever is needed in classroom teaching and learning.

2. Utilizing a variety of methods of creating products, including importing titles, suitable adaptation of material based on sister companies' books and the purchasing of third-party rights from other publishers and packagers. As well, Pearson School Division creates original published material for local markets.

All these methods have advantages and disadvantages. Whenever publishers see a new market potential, they must react very quickly to seize the best opportunity. Both importing and adaptation allow publishers to produce materials with a lower financial risk. However, the importing aspect is shrinking and is generally limited to courses at the high school level and professional learning books, where there is not a driving demand for cultural context.

Adaptation is a much-improved way to affect low-risk publishing in the sense that it considers the special needs of the local markets while helping publishers to prepare for the next step of local publishing. This allows for gaining a measure of market share and product feedback, as well as the time and opportunity to build a team of authors, reviewers and editors. However, the Canadianization of foreign textbooks is employed more in publishing supplementary materials than for main textbooks.

Local publishing is the best choice for main subjects such as literacy and mathematics. These subjects have a guaranteed large student enrollment and the provincial governments usually ask publishers to take into consideration the local needs of their provinces. Local publishing, though, is not always the wisest direction to follow when considering the time, effort and investment involved, as well as the high financial risks undertaken.

3. The maintenance of a balanced relationship between backlist and front-list titles, as well as its long-term and short-term investments. This balancing extends to the company's relationship to both the national (multiple-provincial) and the provincial markets.

Pearson School Division continues to invest in new titles while building up its backlist. It keeps a close eye on the market trends and quickly invests in a newly emerging market. The rapid development of professional learning books and courses has demonstrated this. Although a relatively small undertaking,

Read Together, Talk Together, exposes the potential in the early learning market. Pearson invests both in long-term main courses and short-term supplements and teachers resources. It mainly targets the national (multiple-provincial) market, but provincial needs are also taken into consideration by working with local school boards to publish special programs with them. *Many Voices*, a social studies textbook for Alberta is a good example of this.

4. Establishing effective three-stage publishing processes and fostering highly competent and professional teams within the division at all levels. As well, Pearson School Division maintains a network of excellent external resources for the purposes of research, reviewing, and testing of new books.

Educational publishing usually follows three stages; pre-production, book development and post-production. Various aspects of these stages have already been examined, including research, writing, reviewing, editing, design, production and marketing. Of these, research, review and marketing show clearly what features differentiate educational publishing from trade publishing. These stages are independent, but also interrelated. The people involved in all these stages have their separate duties, but at the same time there is a great need for cooperation and inter-departmental communication. A clear company structure, an ingrained sense of personal responsibility and cooperation among departments are the imperative for the smoothness of the whole publishing success. This leads to the success of one project after another.

We have seen that educational publishing plays a very important role within the Canadian publishing industry. Any publishers wishing to enter this market must recognize the special features, which distinguish educational publishing from trade publishing.

Careful attention must be paid to title development strategies, development methods and publishing strategies that are adopted uniquely in educational publishing. And what must also be established is full awareness of the three-stage publishing process, typical of educational publishing and the importance of research, reviewing, field-testing and the teachers' role in marketing. As well, the importance of establishing highly competent and cooperative teams within the organization, and maintaining a strong external network of resources, cannot be stressed enough.

The various strategies Pearson School Division has adopted and the model of publishing processes and organizational structure that it has developed over the decade are the fundamental basis for its success in the educational publishing market. It is clearly worthy of close attention and emulation by any publishers wishing to develop their own niche in what is still an expanding market.

Appendices

Appendix 1

A Sample of *Read Together, Talk Together* Parent/Teacher Notes Canadian Edition

The Wolf's Chicken Stew

by Keiko Kasza

STORY SUMMARY

The wolf loved to eat more than anything in the world. One day he got a craving for chicken stew. He spotted a chicken that looked perfect, but decided to fatten her up for the stew by giving her pancakes, doughnuts, and cake. One evening, he sneaks to the chicken's house to see if she is fat enough. To his surprise, the door flies open. The chicken thanks him for bringing her all the food, and her chicks smother him with kisses. The wolf has a change of heart, and instead of having chicken stew, he decides to bake some cookies for the chicks.

POTENTIAL TALKING SCENARIOS

The following scenarios are examples of how discussion about the book might unfold with one child or a small group of children. The examples are not intended for parents and teachers to follow word for word.

Talking Before the Story

Share the book with the child. Allow him/her to look through the book and comment on what he/she sees.

Adult: "What do you notice in this picture?"

Child: "The wolf is wearing a funny hat."

Adult: "Yes, that's a hat that people who cook food wear. It's called a chef's hat. And that's a cookbook under his arm. I wonder what the wolf is up to?"

Child: "Maybe he is going to cook something for the chicken."

Adult: "Let's read the book and find out what the wolf is up to."

Begin reading the book. Look at the front cover and read the title, *The Wolf's Chicken Stew*.

Adult: "Do you know what chicken stew is?"

Child: "I don't know. What is it?"

Adult: "It's like a thick soup with chunks of chicken and vegetables in it."

Child: "Mmm. Yummy."

Talking During the Story

As you read through the story, you may want to make sure that the child understands some of the less familiar vocabulary, for example:

- ...the wolf got a terrible craving...
- ...as he was about to grab his prey...

Read Together, Talk Together Kit A

- ...he made a hundred scrumptious pancakes.
- ...and set out joyfully...
- ...and the chicken screached...
- "Aw, shucks," he thought....
- I'll bake the little critters a hundred...

You may also want to talk about what is happening in the story, for example:

- the wolf was cooking all sorts of food to feed to the chicken
- what happens when the wolf peeks through the keyhole of the chicken's door
- how the chicken and her chicks reacted

Talking After the Story

When you finish reading, talk with the child to ensure that he/she understood the story.

Adult: "Whew, that wolf went to a lot of trouble to fatten up the chicken, didn't he?"

Child: "I know. He made hundreds of pancakes and doughnuts and a huge cake."

Adult: "He got a big surprise when the chicken opened the door. What happened?"

Child: "The chicken and her chicks were so happy to see the wolf to thank him for all the food. The chicks even climbed all over him and covered him with kisses."

Adult: "Hmm... I wonder how the wolf feels now?"

Child: "Maybe he feels bad for trying to trick the chicken."

Adult: "It's funny that the little chicks are calling him Uncle Wolf now. I wonder if they will be good friends?"

Child: "Oh, I think so because the wolf went home to bake them a bunch of cookies."

Rereading the Story

You will want to reread (retell) the story, either immediately or at a later time when the child seems interested. At that time, there can be further discussion about the meaning of the story and reinforcement of some vocabulary. If the child does not initiate the conversation within a few moments, you might say, "Hmm...the wolf wanted some chicken stew very much...." and then encourage the child to take over and talk about/retell/reread the story.

It is this reinforcement and repetition of vocabulary and language structures that provides the basis for success in literacy.

Appendix 2 *Read Together, Talk Together* Questionnaire

Name:

Title:

School Board:

Date:

Background

Do Junior Kindergarten (JK) and Senior Kindergarten (SK) classes have collections of literature? If so, please describe briefly.

How is literature used in JK and SK classrooms?

Is there an emphasis on oral language in JK and SK classrooms? Please explain briefly.

How do you build oral language in the classroom? What supports do you have? Do you support this approach?

Program Handbook

Based on the information in the *Program Handbooks* (the US and Canadian versions), would you say that dialogic reading is a useful strategy for your JK and SK classrooms?

Is “cozy reading” (as described in the *Program Handbook* for the Canadian Edition) a familiar term to you? Do you know this process by another term? If so, what is that term?

Parent/Teacher Notes

Please review the printed Teacher/Parent Note from the US edition alongside the manuscript for the Canadian Edition. Are there any elements in the US Note that you find particularly useful? If any of these elements are not included in the Canadian Note, should they be? Please specify elements, and explain briefly.

The Canadian Teacher/Parent Note breaks the reading sequence into the following stages. Are these stages appropriate and useful? If not, how could they be improved?

Talking Before the Story

Get Started

Talking After the Story

Reread (or retell) the story

Please comment on the potential talking scenarios provided in the Canadian Teacher/Parent Note. Are they useful and appropriate? Please explain.

The original US Kit has two copies of each Teacher/Parent Note. Is this number useful and appropriate? Would it be useful to be able to photocopy the teaching cards? Please explain.

Can you suggest any improvements to the Canadian Teacher/Parent Note that will make it more useful for your class?

General

Do you think these kits will be useful in your school or classroom? How could they be made more useful?

Appendix 3 *Read Together, Talk Together* Reply to Questionnaire

Name: Kathleen Williams
Title: Early Years Co-ordinator
School Board: Peel District School Board
Date: May 17, 2006.

Background

Do Junior Kindergarten (JK) and Senior Kindergarten (SK) classes have collections of literature? If so, please describe briefly.

Most classes do have class sets of books, especially levelled books that come in sets for children to read. Many have packaged sets of books of fiction and factual books with CDs, songs, puppets and big books or lap books. They may also have theme bags for literacy, numeracy and science, which contain a book, and concrete hands on items to bring the story alive. If about worms they may include worm puppets, worm song, CD with story on it and other characters from the story in puppet form and perhaps a fact sheet on worms. .

How is literature used in JK and SK classrooms?

- shared reading with a big book or lap book
- read aloud books
- think aloud strategy used
- levelled books for children to read
- guided reading
- independent reading books

Literacy is the basis for all subject areas and can be integrated into all learning areas.

Is there an emphasis on oral language in JK and SK classrooms? Please explain briefly.

There is a strong emphasis on oral language in our K classrooms. Our early literacy teachers concentrate on using many oral language strategies when they are modelling lessons for our k teachers. We have many oral language workshops using the first steps oral language books and our oral language document. All our K teachers strongly encourage lots of talk through pictures, books, learning centres, play and hands on activities to inspire talk.

How do you build oral language in the classroom? What supports do you have? Do you support this approach?

Oral language is concentrated on in all our k classrooms. The k teachers have access to the first steps oral language resource and the Peel board also has its own oral language document. We offer many oral language workshops, many trade books have oral language components, We also have the book available for k teachers called Learning language and loving it (Hanen

Programme) We also have an enduring understanding document for literacy and oral language is a strong component.

Program Handbook

Based on the information in the *Program Handbooks* (the US and Canadian versions), would you say that dialogic reading is a useful strategy for your JK and SK classrooms?

It may have its place if the child will not talk and we use this method to encourage talk. I find K students always want to talk, it is directing the talk and making them think critically that is important. It is a bit too rigid and formal. I prefer the child to lead the conversation not the adult. However I'm sure it would be helpful to teachers who need some pointers and instruction to improve and enrich children's language skills.

Is “cozy reading” (as described in the *Program Handbook* for the Canadian Edition) a familiar term to you? Do you know this process by another term? If so, what is that term?

The term is familiar. I used the term and I know many of our kindergarten teachers use the term “snuggle up and read”. I had a Snuggle Up and Read Club.

Parent/Teacher Notes

Please review the printed Teacher/Parent Note from the US edition alongside the manuscript for the Canadian Edition. Are there any elements in the US Note that you find particularly useful? If any of these elements are not included in the Canadian Note, should they be? Please specify elements, and explain briefly.

I like the summary of the story that is included in both copies. I think the prompt questions from the US could be included in the Canadian copy. However the questions are very literal (right there answers.) I would like to see better questions that involve predicting, inferring, critical thinking, and be more open ended. Examples: How do you think the wolf felt at the end of the book? Have you ever felt that way? Why did he want to fatten up the chicken? What part of the story did you like the best and why?

I like the list of vocabulary words. I would include this in the Canadian one. Many of these words I would talk about before we read the story. Don't talk during reading). I like to read the whole book through and not stop and point to words etc. It breaks the story up too much and you lose the storyline and the rhythm. On later readings I would do this. If the children have a question as I read I would take their lead and stop and discuss.

The Canadian Teacher/Parent Note breaks the reading sequence into the following stages. Are these stages appropriate and useful? If not, how could they be improved?

Talking Before the Story

Get Started

Talking After the Story

Reread (or retell) the story

I would rather use what we do, **Before, During** and **After** we read.

BEFORE: prediction, picture flick, set the scene, vocabulary, brainstorming etc.

DURING: read and think, timeline, vocabulary, oral discussion, cause and effect etc.

AFTER: reflection, retelling, phonemics awareness, point of view, character discussion, etc.

Please comment on the potential talking scenarios provided in the Canadian Teacher/Parent Note. Are they useful and appropriate? Please explain.

I don't think the talking scenarios are necessary. K children, when they see the cover will begin to talk immediately. It is up to the teacher to direct and structure the talk. Why bother guessing what the children will say? Follow the children's lead.

The original US Kit has two copies of each Teacher/Parent Note. Is this number useful and appropriate? Would it be useful to be able to photocopy the teaching cards? Please explain.

I think one copy is enough per book and I don't think you have to be able to photocopy them. You use them as a teacher guide. Why would you want a photocopy?

Can you suggest any improvements to the Canadian Parent/Teacher Notes that will make it more useful for your class?

I already stated. I think better prompt questions are necessary. More suggestions of what to do before, during and after reading the story. Perhaps include some oral language ideas for the book that the teacher can do. (Partner discussion, speaking and listening courtesies, communications skills, small group discussion, how to explain, justify, elaborate, agree persuade, share and cooperate during a discussion.)

Some suggestions of phonemic awareness strategies that can be taught from the book would also be helpful. For Pigs Aplenty, you could do rhyming names, rhyming snap, rhyming chain, rhyming riddles, cloze, etc.

General

Do you think these kits will be useful in your school or classroom? How could they be made more useful?

I think you have selected terrific books and I appreciate that this included the parents, students and the teacher. Our board is always urging our parents to read with their children. It is soooooo important. I think it should work well. I think the teacher /parent notes need to be revamped to be more effective. Thank you for allowing me to be part of this endeavour.

Appendix 4 *Read Together, Talk Together* Copyright Page

Canadian Edition Advisory Group

Gwen Bartnik, Vancouver School Board, British Columbia
Lynn Blanche, Toronto District School Board, Ontario
Lynn Landry, Halifax Regional School Board, Nova Scotia
Wendy Weight, Pembina Trails School Division, Winnipeg, Manitoba
Kathleen Williams, Peel District School Board, Ontario

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Appendix 5 *Read Together, Talk Together* Top Card

Read Together, Talk Together Kit A Parent/Teacher Notes Canadian Edition

1. Corduroy
2. The Day the Goose Got Loose
3. Duck
4. The Father Who Had 10 Children
5. Fire Engines
6. Gilberto and the Wind
7. Golden Bear
8. Good Night, Gorilla
9. Kitten
10. Little Cloud
11. Oonga Boonga
12. Over in the Meadow (missing)
13. Peace at Last (missing)
14. Pigs Aplenty, Pigs Galore!
15. Rabbits & Raindrops
16. Road Builders
17. The Snowy Day
18. A Summery Saturday Morning
19. The Tale of Peter Rabbit
20. The Wolf's Chicken Stew

Pearson logo
Pearson website

ISBN 0-132-05615-1
Barcode

Appendix 6 ISBNs for *Read Together, Talk Together*

Read Together, Talk Together is shortened as RTTT.

ISBNs applied at the beginning

Components for 0131561510 – *Read Together, Talk Together*, Canadian Edition, Kit A

RTTT, Program Handbook, Canadian Edition, 0132056143
RTTT, Pack of Parent/Teacher Notes, Canadian Edition, Kit A, 0132056151
RTTT, Kit label, Canadian Edition, Kit A, 0132056178
RTTT, Barcode label, Canadian Edition, Kit A, 0132056194
RTTT Kit A (from US), 1-57212-901-8

Components for 0131561502 – *Read Together, Talk Together*, Canadian Edition, Kit B

RTTT, Program Handbook, CDN ED, 0132056143
RTTT, Pack of Parent/Teacher Notes, CDN ED, Kit B, 013205616x
RTTT, Kit label, CDN ED, Kit B, 0132056208
RTTT, Barcode label, CDN ED, Kit B, 0132056216
RTTT Kit B (from US), 1-57212-902-6

The final list of ISBNs

RTTT, Program Handbook, Canadian Edition, 0132056143

RTTT, Canadian Edition, Kit A, 0131561510
RTTT, Pack of Parent/Teacher Notes, Canadian Edition, Kit A, 0132056151

RTTT, Canadian Edition, Kit B, 0131561502
RTTT, Pack of Parent/Teacher Notes, Canadian Edition, Kit B, 013205616x

RTTT Kit A (from US), 1-57212-901-8
RTTT Kit B (from US), 1-57212-902-6

Appendix 7 Catalogue Copy of *Read Together, Talk Together* Canadian Edition

Read Together, Talk Together is a resource for kindergarten and preschool children. It recognizes and builds on the important link between oral language development and reading success. The program incorporates the techniques of “cozy” and dialogic reading.

Read Together, Talk Together has two kits—Kit A and Kit B. Each of the original kits includes 20 picture books, a Program Guide, Parent/Teacher Notes, Teacher and Parent Training Videos.

The Canadian Edition complements the original with the following components:

- Program Handbook, Canadian Edition
- Parent/Teacher Notes, Canadian Edition (for each book)

The picture books in each kit represent an outstanding selection of celebrated and award-winning children’s titles. They represent a broad range of reading materials: non-fiction, pattern books, stories with rhyme, modern stories, and fairy tales. The books deal with topics of relevance to children, including animals, seasons, bedtime, crying babies, construction vehicles, and fire engines. The books in Kit A have simple stories and clearly recognizable illustrations. The books in Kit B are slightly more complex.

The *Parent/Teacher Notes*, Canadian Edition provided for each book have been written specifically for Canadian parents and teachers. The Notes outline how to engage children in conversation during the reading process and include examples of talking scenarios. They can be used by teachers in the classroom or sent home to parents along with the relevant picture book.

Read Together, Talk Together

- | | |
|------------|--|
| 1572129018 | Kit A, including 20 picture books, Teacher/Parent Training Videos |
| 0131561510 | Canadian Edition, Kit A
including Program Handbook and Parent/Teacher Notes |
| 1572129026 | Kit B, including 20 picture books, Teacher/Parent Training Videos |
| 0131561502 | Canadian Edition, Kit B
including Program Handbook and Parent/Teacher Notes |

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