

JUMP START!

How to Break Into the Write for Hire Market

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@morrwriting

CAN YOU SPOT THE DIFFERENCE?

BOOKS!

SORT!

...REVEAL!

WHY WRITE FOR HIRE?

What are YOUR thoughts?

Tell your neighbor what you're thinking.

No wrong answers here.

Here were a few of our thoughts...

"FISHING"

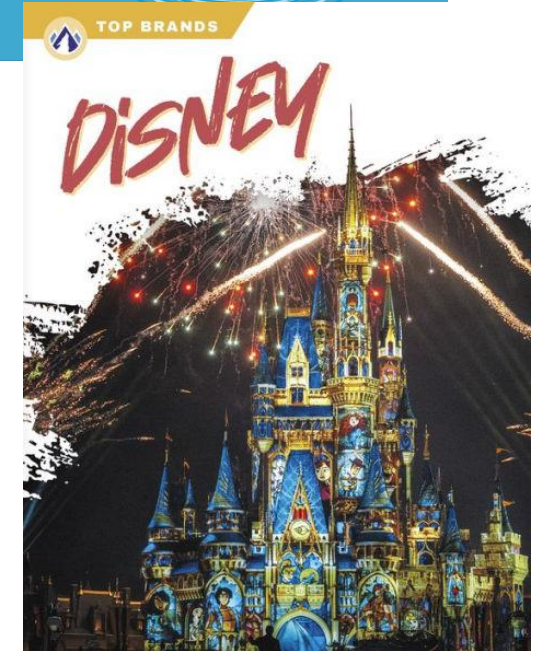
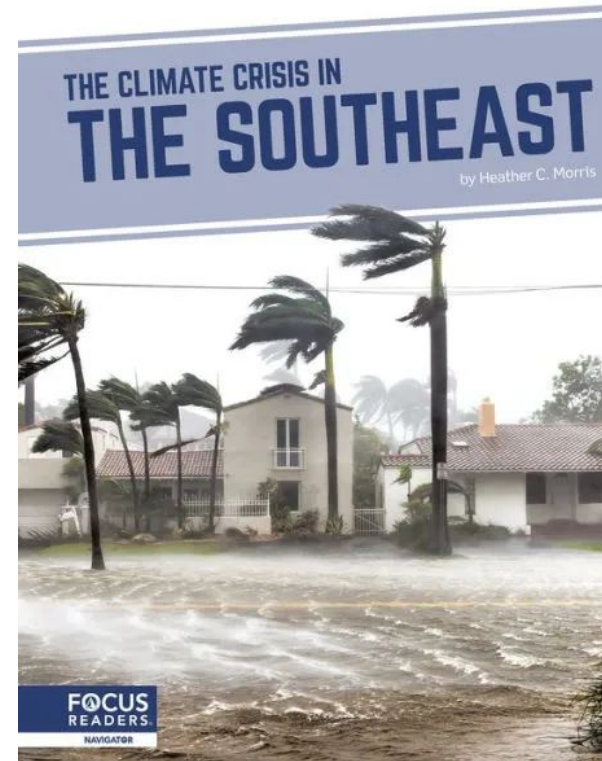
Fish like a pro!
Irresistible bait
Best locations
BE READY to reel 'em in!

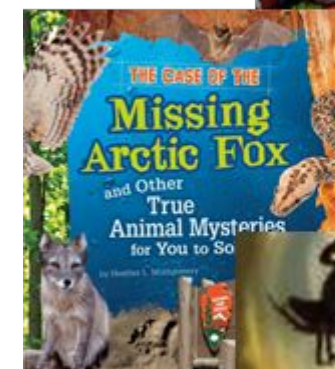
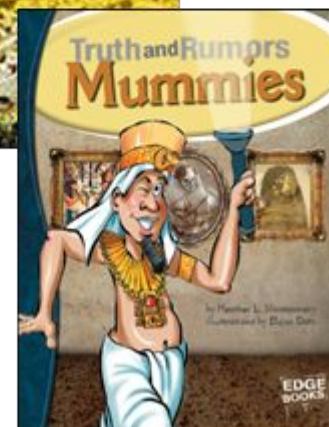
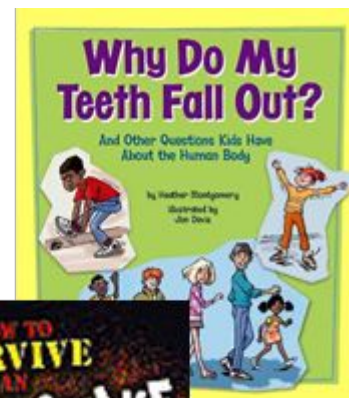


Professional
organizations



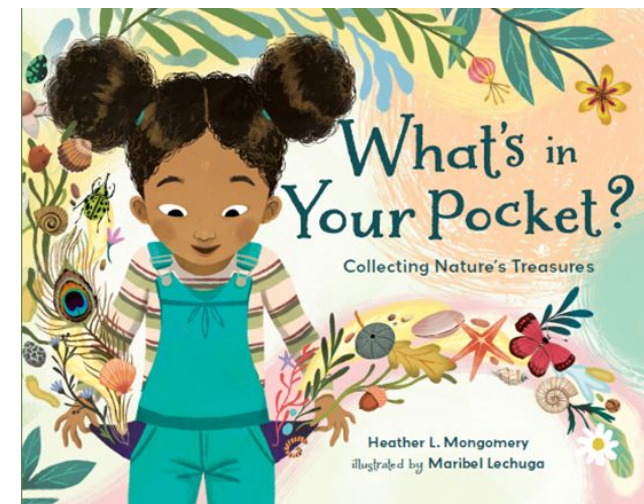
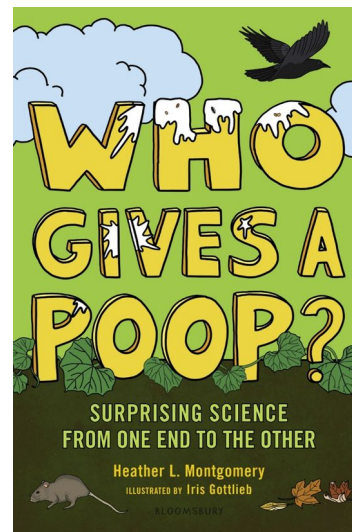
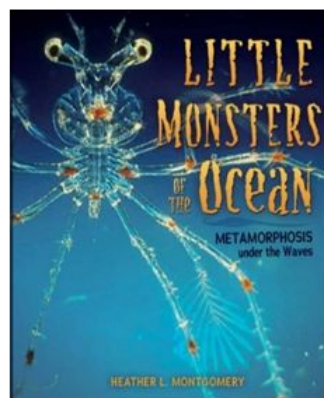
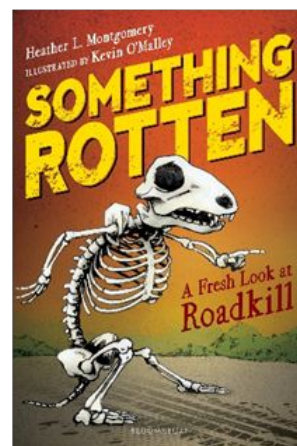
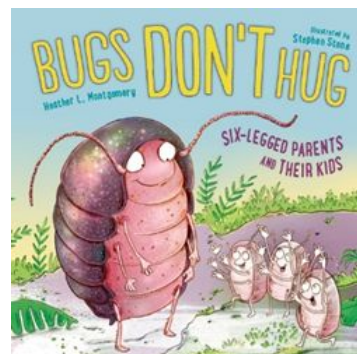
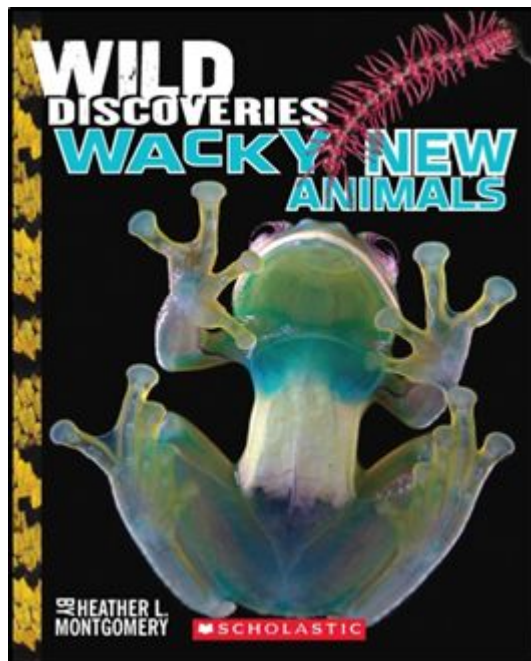
Contests and
critiques





2005

2009



2013

2021

Work-for-Hire

Educational

Categories

Hi-Lo

Packagers

Fic/NF

Leveled
Readers

Beyond
Books

Series
Design

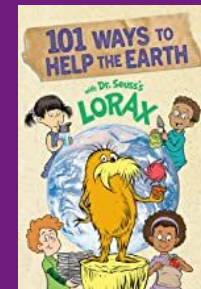
Test
???

Mags
ezine

Fact
check

IP

Intellectual Property



REQUIREMENTS



Set Guidelines^{12/11/2009}

Set: Snakes
Brand: Edge
Trim Size: 7 x 9
Page Count: 32

Word Count: 1,500–1,800
Reading Level: 3–4
Interest Level: 3–9
ATOS Target: 4.5

Season: Spring 2011

Titles: *Cobras, Anacondas, Garter Snakes, Rattlesnakes, Boa Constrictors, Black Mambas*

**Set name and title wording are not final*

Intention of Set: To provide readers with an engaging, eye-catching look at the snakes they are most interested in. Set will offer high-interest reading for those who are fascinated by snakes and could also serve as a resource for report topics.

Text Style and Tone: Clear, concise text that builds on the interest of the snake. Use active verbs and lively constructions as much as possible. These books should play up readers' fascination with snakes, while teaching them about the appearance, behavior, and habitat, etc. of the snake.

Notes on Photos/Design: Photos will be clear, striking images that are high-impact and attention-grabbing. There should be a variety of photos in each book, ranging from the snake in its natural environment to it swallowing its prey to an extreme close up of its gruesome fangs.

Special Features:

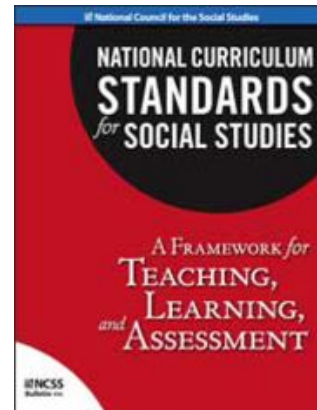
- Range map
- Size comparison chart
- Facts Boxes (6-10 per book)
- High-interest sidebars (2–3 per book)—e.g., an amazing story about an Anaconda that ate a tapir
- Callout definitions—will appear the first time a key term appears in the book. Some guidelines on callout definitions:
 - Callouts will define content words, not transition words or other words that may appear in the glossary but are not crucial to understanding the content.
 - Consistent placement on the first page the word appears
 - No more than two on a page
 - Tone of on-page definition should match the text tone, rather than standard back matter tone
 - Term should be defined in context of the book's topic
 - Callout definitions should not be “cut-and-paste” versions of a typical back matter glossary definition
 - If it fits with the series design, there should be a visual connection between the word in the text and the definition

Curriculum Standards:

National Science Standards, Life Science 5-8:

- Structure and function in living systems
- Reproduction and heredity
- Regulation and behavior
- Populations and ecosystems
- Diversity and adaptations of organisms

EDUCATIONAL STANDARDS



Curriculum Standards:

National Science Standards, Life Science 5-8:

- Structure and function in living systems
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- Populations and ecosystems
- Diversity and adaptations of organisms

QUICK SEARCH NEXT GENERATION SCIENCE STANDARDS [ADVANCED SEARCH](#)

KEYWORD SEARCH
Input Search Term(s)

BY CROSSCUTTING CONCEPT
- Any -

BY PRACTICE
- Any -

BY DISCIPLINARY CORE IDEA
LS1A: Structure and Function

BY GRADE
Middle School (6-8)

SEARCH

Reset

MS-LS1-3 From Molecules to Organisms: Structures and Processes

Students who demonstrate understanding can:

- MS-LS1-3.** Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells. *[Clarification Statement: Emphasis is on the conceptual understanding that cells form tissues and tissues form organs specialized for particular body functions. Examples could include the interaction of subsystems within a system and the normal functioning of those systems.] [Assessment Boundary: Assessment does not include the mechanism of one body system independent of others. Assessment is limited to the circulatory, excretory, digestive, respiratory, muscular, and nervous systems.]*

The performance expectation above was developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Engaging in Argument from Evidence
Engaging in argument from evidence in 6–8 builds on K–5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed world(s).

- Use an oral and written argument supported by evidence to support or refute an explanation or a model for a phenomenon.

Disciplinary Core Ideas

LS1.A: Structure and Function

- In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions.

Crosscutting Concepts

Systems and System Models

- Systems may interact with other systems; they may have sub-systems and be a part of larger complex systems.

Connections to Nature of Science

Science is a Human Endeavor

- Scientists and engineers are guided by habits of mind such as intellectual honesty, tolerance of ambiguity, skepticism, and openness to new ideas.

Connections to other DCIs in this grade-band: N/A

Articulation of DCIs across grade-bands:

HS.LS1.A

Common Core State Standards Connections:

ELA/Literacy -

RST.6-8.1

RI.6.8

Cite specific textual evidence to support analysis of science and technical texts. (MS-LS1-3)

Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (MS-LS1-3)

WHST.6-8.1

Mathematics -

6.EE.C.9

Write arguments focused on discipline content. (MS-LS1-3)

Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. (MS-LS1-3)

LS1.A: Structure and Function

- In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions.

Warm prey, like mice, give off heat waves. The waves enter the snake's pits and hit a sensitive pink tissue. This triggers nerves that tell the snake exactly where to strike.

Heat Seekers

Rattlesnakes belong to a group of snakes called pit vipers. This type of snake can find a tiny mouse in total darkness. Pit vipers find their prey using heat-seeking pits on the sides of their faces. The pits are located between the nose and the eye. Warm prey, like mice, give off heat waves. The waves enter the snake's pits and hit a sensitive pink tissue. This triggers nerves that tell the snake exactly where to strike. Cottonmouths and copperheads are also pit vipers.



heat-seeking pit

NUTS AND BOLTS - A PRACTICAL HOW-TO

1. Timeline
2. Research
3. Self-assessment
4. Deep-dive
5. Write a Sample
6. Create Your Packet

RESEARCH - SPREADING OUT THE MAP

- Trade vs. Educational
- Commercial vs. Literary
- Series
- Kids Magazines – *Spider*, *Highlights*
- Nonfiction

The library is your friend!

Read READ READ!

Unfold the whole map so you can see the BIG picture



SELF-ASSESSMENT

WHAT IS YOUR GOAL?

What are your interests? Hobbies?

What do you hate?

What do you love to talk about?

What are you not interested in?

What have you always wanted to learn more about?

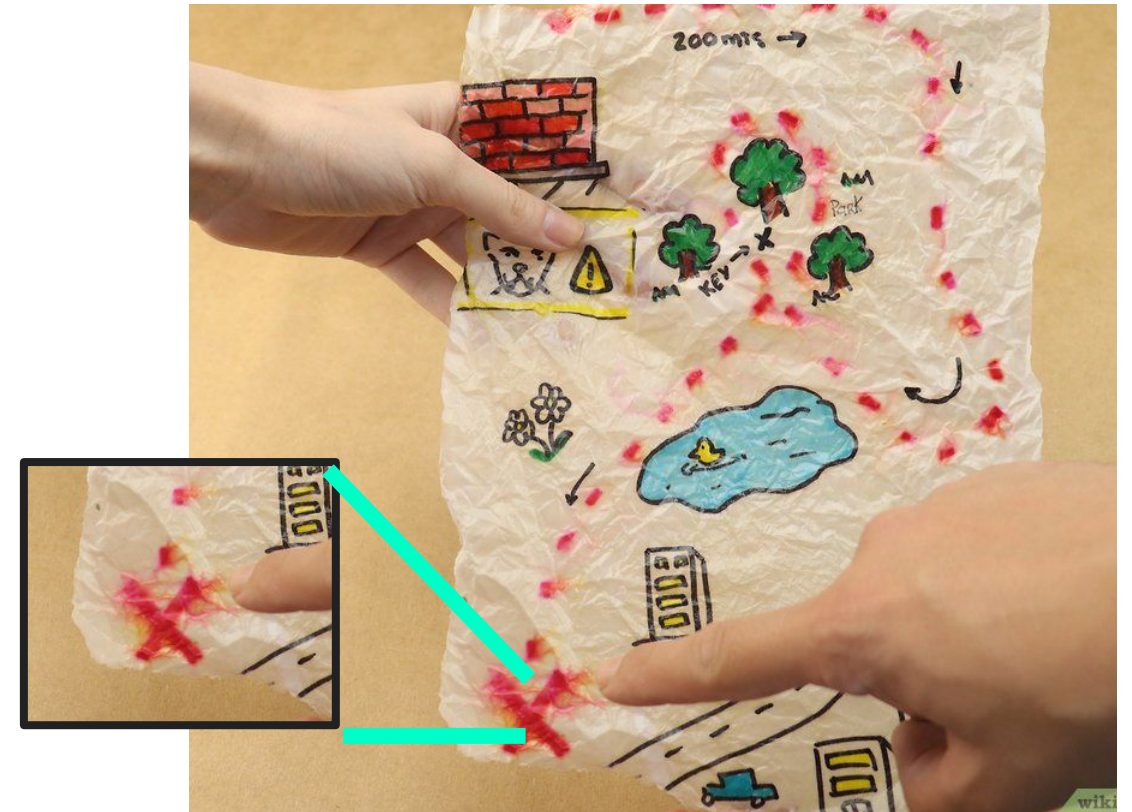
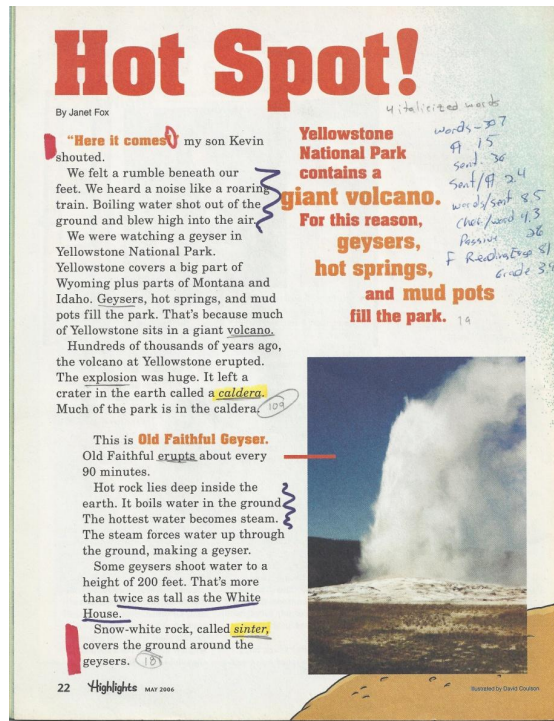
What will you not want to write about AT ALL?

What are your talents, skills, abilities?

ASK PEOPLE WHO KNOW YOU BEST - SPOUSE, PARTNER, KIDS, CO-WORKERS, FRIENDS.

MORE RESEARCH - CHARTING A PATH

- Specific publishers
- Close reading



YOUR PACKET

Includes:

- Cover Letter: personalized and specific to EACH publisher
- Resume: BUT...not your standard resume!
- Writing samples
 - Usually at least two. Could be two different reading levels or fiction and non-fiction.

COVER LETTER

What

To the Staff at Red Line Editorial,

From your website, I understand that you are looking for writers-for-hire, and I would welcome the opportunity to contribute to the fantastic resources that you produce for educators and kids! I have published non-fiction articles, listed in my resume (attached), and I am interested in writing non-fiction as well as leveled fiction readers. I have included two non-fiction samples, at different Lexile/ATOS levels, and I have fiction and additional non-fiction samples available upon request.

Why

As a trained molecular microbiologist with years of experience in laboratories and working for NASA, I am particularly interested in writing on any science or biology related topic. I believe I could bring a clear, experienced, and engaging voice to this subject area. While I am a practicing research scientist, I still have about twenty hours a week available for writing projects.

Who

My professional qualifications include a Master's degree in molecular microbiology, 10+ years spent in various biology laboratories, 5+ years spent as a project scientist for a NASA microbiology project that flew on the Space Station, and writing journal articles on detecting life in extreme environments. My writing credentials include memberships in both SCBWI and the 12x12 picture book community, Highlights courses, active participation in critique groups, and multiple non-fiction articles.

How

My years of working in academic and corporate settings make me comfortable meeting deadlines and following strict formatting requirements.

Thank you for your time and consideration! I do hope there might be some future projects that you feel would align with my experience and interests. I look forward to hearing from you.

Heather Morris

RESUME

Not your
typical
resume

Hobbies,
classes
you've taken

Relevance is
KEY!
Swim
instructor
writing about
swimming =
excellent!

Heather C. Morris
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AREAS OF WRITING INTEREST

Science - Biology, 3D Printing, Space Science, Weather, Oceans, Microbes, Vaccines
Sports – Wakeboarding, Dance, Horseback Riding, Swimming
Animals – Border Collies, Rescue Animals, Horses, Hamsters, Bats, Horseshoe Crabs
Travel and Geography
Fiction Writing – Leveled readers

GRADE LEVEL INTEREST

K-8 grade

AREAS OF EXPERTISE

Science and Laboratories	Biology, Chemistry, Molecular Biology, DNA, Dissection, Bacteria, Viruses, Infectious Disease, Immune System, Life in Extreme Environments, Space Science
Piano and Music	20+ years of piano and choral experience
Various Skills	15+ years each: Ballet, Horseback Riding, Wakeboarding, Theater, German language (teacher for study abroad program + 5 years of education)
Travel	Lived abroad in Israel, England, Germany, with travel to additional European countries

EDUCATION

1999-2003	Samford University, B.S. in Biology
2003-2006	UT Southwestern Medical Center in Dallas, M.S. in Molecular Microbiology

RELEVANT WORK EXPERIENCE

2019- present	Writer, Picture Books and Middle Grade fiction and nonfiction
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2012 – present	Research Scientist, Jacobs Inc. – worked with 3D printing, concrete, geology of Mars, rocket engines
2017-2018	Technical Writer/Independent Consultant – wrote multiple technical briefs on pharmaceutical applications of horseshoe crabs for Charles River Laboratories
2007-2012	Research Scientist for the Lab-on-a-Chip bacterial detection project - Spoke with astronauts, conducted lab experiments, International Space Station demonstration project for NASA

PUBLICATIONS (Partial List)

Good Medicine. March 2021. StoryWarren. <https://storywarren.com/good-medicine/>
Helping Our Children Cope with Crazy. February 2021. Red Tricycle. <https://redtri.com/helping-our-children-cope-with-crazy/>
The Modern Rules of Sharing, Mom Style. September 2020. Red Tricycle. <https://redtri.com/the-modern-rules-of-sharing-mom-style/>
Gripped by Fear, Released by Truth. March 2020. Our City on a Hill. <https://www.ourcityonahill.net/gripped-by-fear-released-by-truth-by-heather-morris/>

Professional Publications and Patents (Partial List)

Morris, H.C. 2017. "Alternative LAL Methods" and "Horseshoe Crab Conservation." *Charles River Labs Technical Briefs*.
Patent: Hooper, L.V., Cash, H.L., and Whitham, C. V. 2011. Method for expression and purification of HIP/PAP and its uses as an antibiotic. Patent #: US7923014B2
Morris, H.C. et al. 2010. *Astrobiology*. "Setting a Standard: the LAL assay and the assessment of microbial contamination on spacecraft surfaces."
Cash, H.L. et al. 2006. *Science*. "Symbiotic bacteria direct expression of an intestinal bactericidal lectin."



This is where you
can show off your
writing experience!

WRITING SAMPLE

Heather C. Morris
heathercmorris@gmail.com

612 words/8.3 ATOS/610L-800L
Unedited nonfiction passage



Header info

LIFE IN EXTREMES

Whoosh! Zoom! Zap! Have you dreamed of living life *on the edge*?

Whizzing through space.

Surviving intense heat.

Surrounded by a shield like a superhero

Because only a superhero could survive extreme heat...right? Or tons of salt? What about no sun?

Turns out that life on Earth is full of surprises. Including the kinds of places that creatures call home. And the ways they survive.

Water...Bears?

One of the most surprising extreme animals is the teeny, tiny water bear. What is a water bear? These adorable “micro-animals” are only 0.02 inches long when fully grown and are also called their official name - tardigrades (tahr-di-greyds). They are short and plump, with four pairs of legs and segmented bodies. Plants and algae make delightful dinners for these cuddly critters, which you can collect from mosses and lichens in the forest. Even though you can’t see them with just your eyes, a simple microscope on low power is enough to snap them into focus.

Water bears have been found everywhere on our planet, from the tops of mountains to deep sea volcanoes, from deserts to the Antarctic. And they can handle just about anything! They have been exposed to extreme temperatures, shocking pressures, deprived of air, starved, dehydrated, and irradiated. They have even survived exposure to the vacuum of outer space!

However, unlike the microbes you’ll read about below, water bears don’t like any of these conditions. They would much prefer to have air, water, and food, but they are experts at surviving a harsh environment.

Talk about one cute extreme survivor!

Salt Lovers

Have you ever swallowed a mouthful of sea water? Disgusting! Tangy. But, above all, SALTY. Liquids filled with lots of salt can dry out creatures trying to live there.

But in the last three decades, researchers discovered multiple kinds of tiny creatures who don’t just survive salty places – they THRIVE! Scientists call these organisms *halophiles* (hal-uh-fahyls) – “salt lovers.” Some are bacteria, others are algae, but every one of them must have salt

NOT a first
draft!

Use your
critique group

REVISE
REVISE
REVISE

CAN YOU SPOT THE DIFFERENCE...AGAIN?

What do you notice about these books?

Can you spot the publisher style?

What specifically appeals to YOU?

RESOURCES

- Laura Purdie Salas, *Writing for the Educational Market*, print or Kindle book:
<https://mentorsforrent.wordpress.com/ebooks/ed/>
- *Children's Writer's Wordbook*
- Margery Facklam and Peggy Thomas, *Anatomy of Nonfiction: Writing True Stories for Children* and blog
<http://anatomyofnonfiction.blogspot.com/>

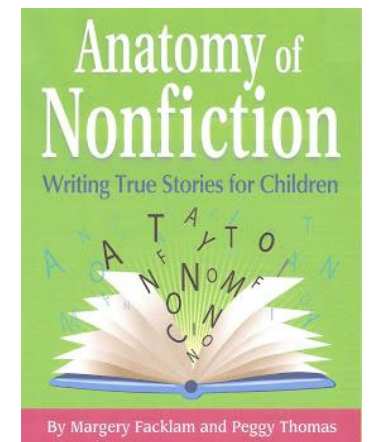
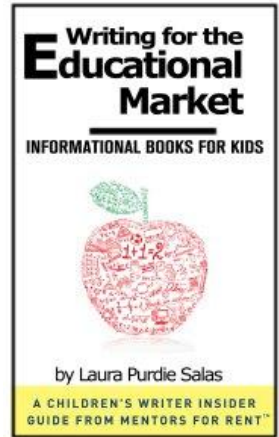
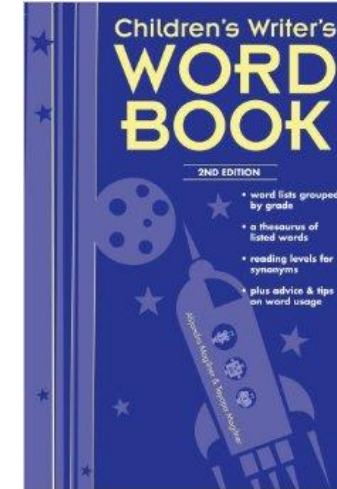


PHOTO RESEARCH



Photo Courtesy of the Library of Congress

- Sarah Albee

<http://celebratescience.blogspot.com/2017/03/behind-books-finding-photos-for.html>

- Stephanie Bearce

<https://www.nffest.com/2021/02/picture-perfect.html>

- Library of Congress: Researcher's Toolbox

<https://www.loc.gov/rr/print/resource/researchertool.html>

ADDITIONAL RESOURCES

- Evelyn B. Christensen's Educational Markets for Children's Writers

<http://www.evelynchristensen.com/markets.html> plus

<http://www.evelynchristensen.com/mags.html>

- From keyboard to printed page

https://www.Scbwi.Org/wp-content/uploads/2013/09/from-keyboard_2014.Pdf

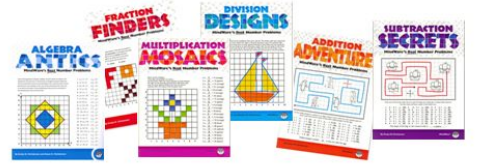
- Accelerated Reader's Bookfinder

<https://www.arbookfind.com/UserType.aspx?RedirectURL=%2fdefault.aspx>

Evelyn B. Christensen
Award-winning Author & Puzzle Creator

[Home](#)
[My Books](#)
[Puzzles](#)
[About Me](#)
[Teachers](#)
[Writers](#)
[Email Me](#)

Educational Markets for Children's Writers



I'm happy to share this resource with you and hope it helps you in your pursuit of publication. I've invested many hours in developing the list. Feel free to link to this site, but please don't copy my list and publish it elsewhere. If you know of additions or corrections please let me know. (I'll express appreciation to you here with a link to your site until the next update.) If you want to be on my mailing list to receive notice of updates to this list please [email me](#) with "Education Market Updates" in the subject line. I will not share your address with anyone else.

See [Privacy Policy](#) [here](#).

Note: Publishers are listed here in good faith, but I can make no guarantees about them. Be sure to research any you choose to submit to.

If you're new to this genre, you might find my [Tips for Writing for the Education Market](#) helpful.

Q&A

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