

JEI[®] English



Individualized Learning Program
Based upon a Computer Diagnosis
Enables Self-paced Learning



Advantages of the Self-Learning Method

Reliable Diagnostic System

Through a data-driven, adaptive diagnostic system, JEI can accurately pinpoint a student's weakness based on specific learning objectives.

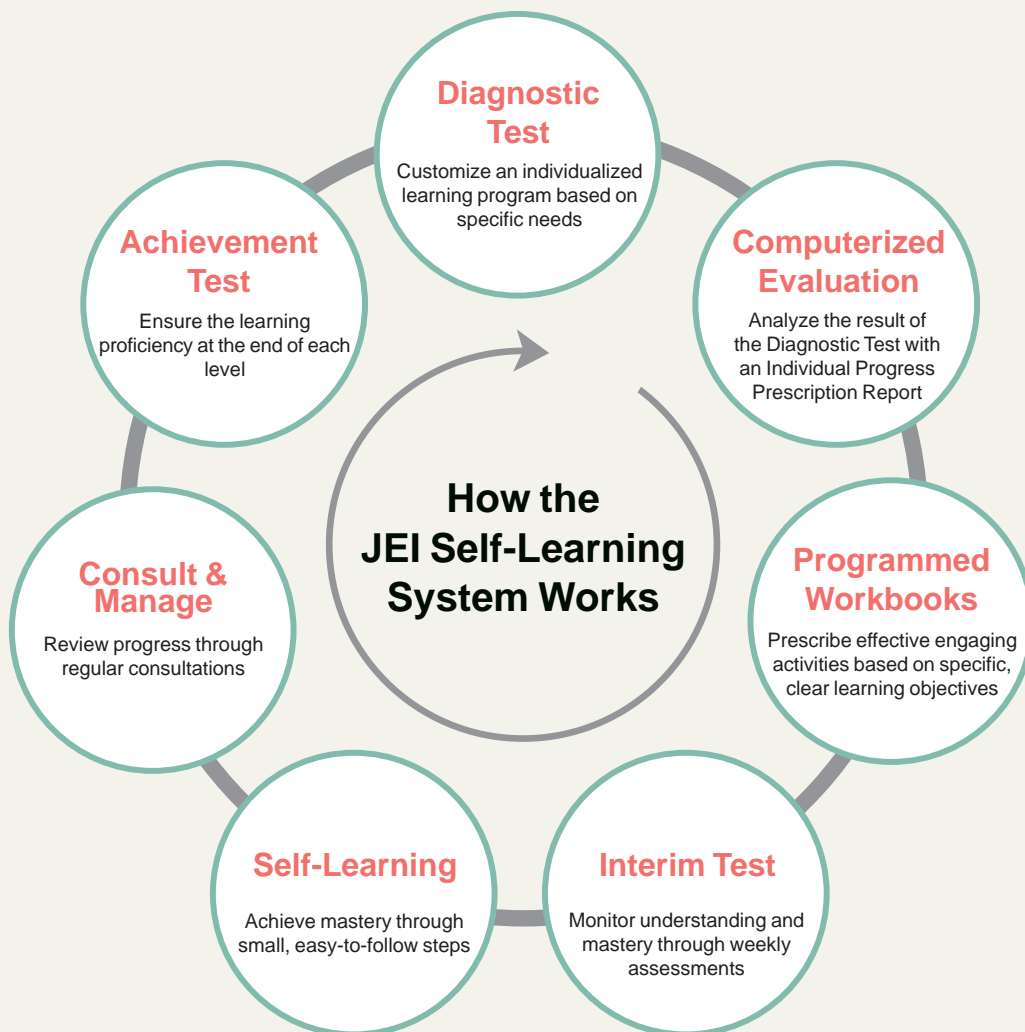
Personalized Learning

Provide personalized workbooks along with an accurate computer- analysis based on specific learning objectives.

Step-by-Step Programmed Workbooks


Help to learn by building a strong understanding of the learning objectives and progress effectively.

How the JEI Self-Learning System Works



JEI Self-Learning English

Build language arts skills that is engaging with grade-level literature and vocabulary!



JEI English provides an easy to grasp program for grades Pre-K to 9. The program progresses in small steps and makes learning engaging and effective. The workbooks are designed to provide a strong foundation in grammar, vocabulary, and reading skills. The study program is created for each student through an individualized schedule of selected workbooks. Upon completion of each weekly workbook, students are assessed using interim evaluations to ensure understanding. The JEI English curriculum is aligned with the State Standards covering all major domains such as readiness, phonics, reading, communication, grammar, and information.

Features of JEI English

- 1 Skill based Mastery Learning Program**
 - A grammar skill is introduced and practiced.
 - The skill is incorporated in short stories to make learning more engaging.
 - The same skill is practiced using the content from the short story.
- 2 Developed and comprised of original literature.**
 - Many language arts skills are introduced and reinforced in reading and writing activities.
- 3 Spiral Structured Curriculum**
 - Same skills and objectives appear in different grade levels in varying degrees of difficulty.

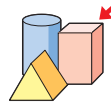


Long vowels & consonant blends

The contents from JEI English B03 & B05

★ Write the correct word.

bl



blouse
blue
block



cl







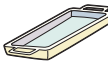



cloud
clown
clock



Long A Spellings

You can hear the sound **A** in some words. The letter **a** says its name in those words. It is called long **a**. Long **a** is usually spelled two ways: **ai**, **ay**

★ Read these words. Trace the words.

hay 	pail 
play 	rain 
tray 	snail 
clay 	train 

Distinguish between similarly spelled words by identifying the sounds of the letters that differ.



★ Read, trace, and write.



Duck has a black truck.

Duck has a black truck.

★ Read the story.

Story 9 **Community Helpers**



There are many kinds of jobs. Many jobs help people. Many jobs help the community be a better place.

Incorporate previously learned phonics skills in short, decodable stories, organized to assist emergent readers.



Verb tenses

The contents from JEI English C04 & E08

Most verbs are spelled one way to name actions that happen now. But they are spelled another way to name actions that already happened. Add **-ed** or **-d** to most verbs to name **actions that already happened**.



Woof barks for the bone.



Woof **barked** for the bone.

✦ Make the verbs name actions that already happened. Add **-ed** or **-d** to each verb.



watch

→ _____



close

→ _____



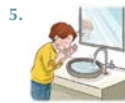
open

→ _____



play

→ _____



wash

→ _____



help

→ _____

You know that some past tense verbs have helping verbs like *have*, *has*, and *had*. For many of these, you just put the helping verb with the past tense action verb.

have smelled

had watched

has looked

For others, the **past tense action verb** is **irregular**. It changes when combined with a helping verb.

have **spoken**, not *have spoke*

had **known**, not *had knew*

has **gone**, not *has went*

✦ Write the missing verbs. Use the words in the box.

known

spoken

eaten

seen

Present tense	Irregular past tense	Irregular past tense with helping verb
eat	ate	have/has/had 1.
know	knew	have/has/had 2.
see	saw	have/has/had 3.
speak	spoke	have/has/had 4.

Identify and enhance grade-level standards of English grammar, that are continuously reintroduced in small-step programmed activities.



Read the story.

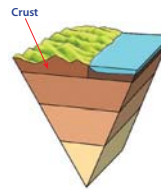
The Layers of the Earth



Have you ever tried to dig a hole to the other side of the earth? When you were little, you may have thought you could dig so deep that you'd reach the other side of the earth. Now, you probably know that would be impossible. The center of the earth is about 3,900 miles deep. Even the largest machines can only dig into a small portion of the earth's crust.

If you could dig down that deep though, you wouldn't find land. You would find blazing semi-soft rock, molten liquid, and solid iron. That's because the earth is made up of four different layers, each with its own properties.

The top layer, where we live, is called the crust. This is the thinnest layer, ranging from only about three miles thick under the oceans to as much as sixty-three miles thick underneath large mountain ranges. The average thickness of the crust is about eighteen miles.



This layer is made up mostly of silicon and aluminum, otherwise known as rocks and soil. The crust is divided into large chunks called plates. These plates are always on the move because they float on top of the next layer down.

Read and answer the questions.

1. What is the crust made of?

- a. iron
- b. iron and nickel
- c. silicon and aluminum
- d. iron, magnesium, and calcium

2. Where is the crust thickest?

- a. under the ocean
- b. under continents
- c. under mountains
- d. The crust is about the same thickness everywhere.

3. Which layer has the greatest mass?

- a. the crust
- b. the mantle
- c. the outer core
- d. the inner core

4. Which layer is made of liquid?

- a. the crust
- b. the mantle
- c. the outer core
- d. the inner core

5. What causes the earth's magnetic field?

Locate key facts and information in a text efficiently to develop reading comprehension skills through varied texts.



The Writing Process: Personal Narrative

A **personal narrative** is a way to tell a story about something that has happened in your life. Personal narratives use dialogue and sensory details to put the reader in the middle of the action. They might describe the events in the order they occurred in real life, or they can use flashbacks to mix up the order for a certain effect. The writer tells what he or she was thinking, doing, and saying, and may reflect on the story's events or what lessons he or she has learned.

Choose one of the following ideas to write a personal narrative, or choose a photograph of your family and write something about it.

- Something that I had to learn on my own
- A time I learned a new skill, or taught someone a new skill
- A time when I needed to be brave
- A day where nothing went right

● Complete the graphic organizer.

Topic	
Setting (Time)	Setting (Place)
Main Event	Sensory Details
Emotions, Feelings, Reactions	Reflection, Lesson Learned

The Writing Process: Personal Narrative

You know that after you write a first draft, you proofread your work. You correct mistakes and make sure your writing is the best it can be. Use the proofreading symbols to correct your writing from pages 130a and 130b in workbook G09. Review the writing rubric.

PROOFREADING MARKS			
○	spell correctly	^ v	add a word or punctuation
◉	add a period	/	lowercase
?	add a question mark	~	switch
≡	capitalize	#	insert space
⌋	delete	¶	begin a new paragraph

Writing Rubric

4	Topic, place, and time of event are clear. Use of many sensory details. At least two emotions, feelings, or reactions are described. Reflection or lesson learned given. Verb tenses match. Correct grammar, spelling, and punctuation used.
3	Topic, place, and time of event are clear. Use of some sensory details. At least one emotion, feeling, or reaction is described. Reflection or lesson learned given. Verb tenses match. Mostly correct grammar, spelling, and punctuation used.
2	Topic is clear. Place or time given. Use of few sensory details. One or less emotions, feelings, or reactions are described. Reflection or lesson learned not given. Some correct grammar, spelling, and punctuation.
1	Topic is not clear. Time and place not stated. Few sensory details and no emotions given. Many grammar, spelling, and punctuation mistakes.

Understand the writing process by pre-writing, drafting, editing, and publishing to strengthen writing ability.