

# JEI<sup>®</sup> 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.

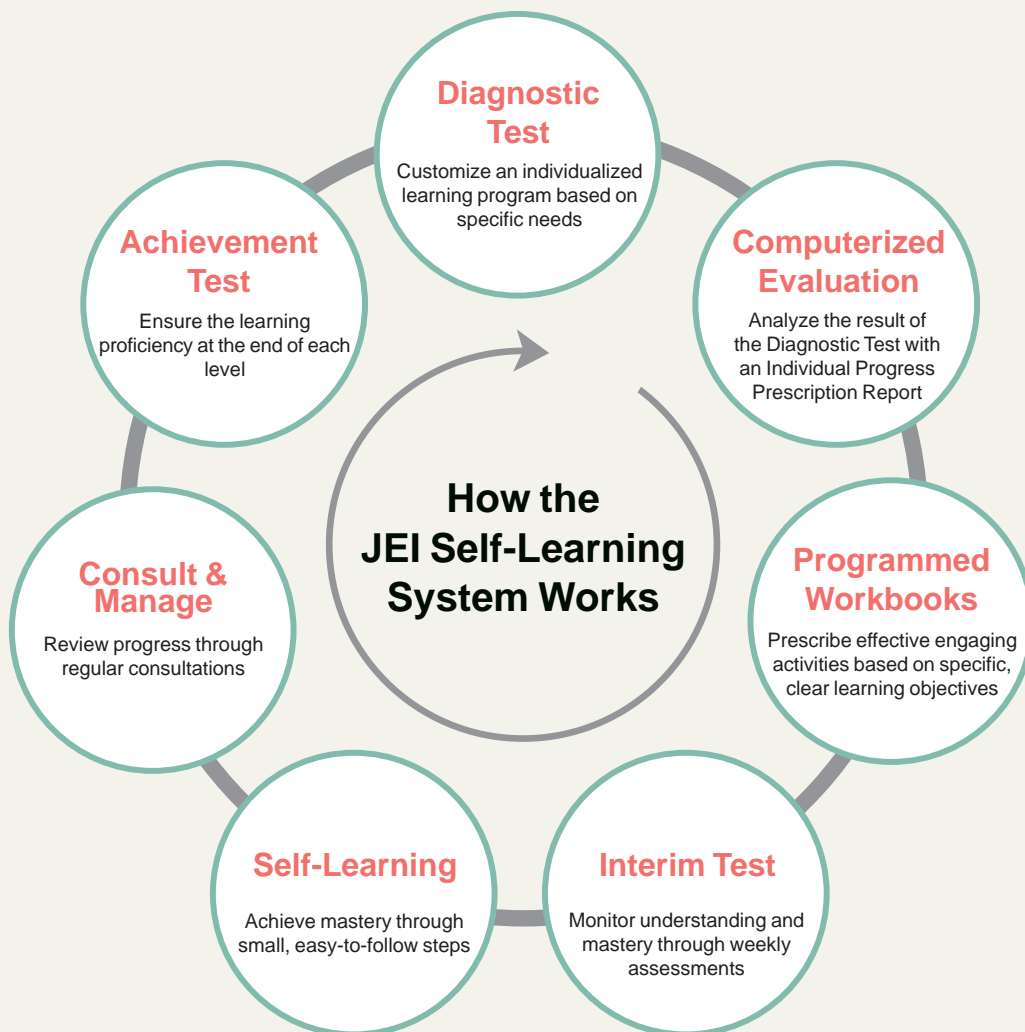
## Personalized Learning

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.



Some pronouns do not refer to a definite person or thing. They are called **indefinite pronouns**.

**Anyone** can learn to play the guitar.  
**Nobody** found the missing book.



Here are some indefinite pronouns.

Singular		Plural	
anybody	neither	somebody	both
anyone	nobody	someone	few
anything	no one	something	many
everybody	nothing	each	several
everyone	one	either	all
everything			most

● Circle the indefinite pronoun. Write **S** for singular or **P** for plural.

- Has anyone ever heard the sound of a mbira? \_\_\_\_\_
- Someone played this instrument during a demonstration of African music. \_\_\_\_\_
- Somebody says it sounds like a xylophone. \_\_\_\_\_
- Many say it sounds like a harp. \_\_\_\_\_
- Several of the world's most interesting instruments come from Africa. \_\_\_\_\_
- I saw one that was made from a tree. \_\_\_\_\_
- Most of us enjoyed the show. \_\_\_\_\_



● An **indefinite pronoun** refers to a person or thing that is not identified. Some indefinite pronouns are singular. Some are plural.

Someone has spotted a UFO.

Both of the scientists reject the idea.

Singular		Plural	
anybody	everybody	one	several
anyone	everything	somebody	both
anything	neither	someone	few
each	nobody	something	many
either	no one	other	ones
everyone	nothing	another	others

Q Circle the indefinite pronoun. Write **S** for singular or **P** for plural.

- Everybody has heard of "unidentified flying objects." \_\_\_\_\_
- Around 1949, someone coined the term "UFO." \_\_\_\_\_
- Nothing has captured the public's attention quite like this topic. \_\_\_\_\_
- Everyone has an opinion about UFO's. \_\_\_\_\_
- I've spoken to many who believe there are beings from other planets hovering above the earth. \_\_\_\_\_
- Several have described flying objects or lights that they call UFO's. \_\_\_\_\_
- There are others who claim they've communicated with aliens. \_\_\_\_\_



Clearly explain various conventions in standard English grammar and usage using charts and examples to demonstrate.



Read the story.



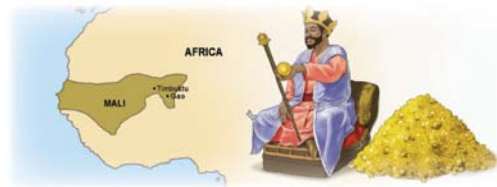
## The Richest Man in the World

It may surprise you, but the richest man who ever lived is not on the Fortune 500 list. He wasn't the founder of a multinational electronics company. He wasn't the inventor of a social media site. He wasn't an oil tycoon. No, the richest man who ever lived is best-known for a religious pilgrimage he made in the 14th century.

Mansa Musa was the tenth "Mansa," meaning "king of kings," of the Malian Empire, and was worth an estimated \$400 billion during his reign. That's roughly \$330 billion richer than the richest man alive today.

Mansa Musa ruled the Malian Empire from 1312 to 1337. At that time, the Malian Empire covered a vast expanse of land, and was enormously powerful. It included the present-day countries of Mali; Gambia; Guinea; and Senegal, as well as parts of Burkino Faso; Mauritania; and Niger. During his rule, Musa expanded the empire to include such cities as Timbuktu and Gao. His reign is described as "the golden age of the empire of Mali."

Musa's wealth came from Mali's production of more than half the world's supply of salt and gold. Since salt at the time was worth nearly as much as gold, Mali was indeed a rich nation.



Read the questions. Circle the best answer.

- Which of these is a theme of the story?
  - Money can buy anything.
  - Actions can have mixed consequences.
  - Mali is the most important country in Africa.
  - Most wealthy people are not famous.
- Why was Mansa Musa so rich?
  - Mali had large supplies of salt and gold.
  - Musa was an important trader.
  - Musa's buildings made him extremely wealthy.
  - Mali received a lot of gold from Egypt.
- Why did Mansa Musa make a pilgrimage to Mecca?
  - He wanted to show the world how wealthy Mali was.
  - It was the custom for Malian kings to make the pilgrimage.
  - He wanted to buy luxurious clothing and goods.
  - It was an important part of the Islamic religion.

Write a short answer for each question. Use details from the story to support your conclusions.

- What were the intentional effects of Mansa Musa's pilgrimage?

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- How did Mansa Musa's pilgrimage unintentionally affect the world?

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COMPREHENSION



Interpret events, procedures, and ideas in fiction and nonfiction texts by answering specific and technical questions.



### The Writing Process: Persuasive Writing

In **persuasive writing**, one makes a claim and supports it with clear reasons and evidence. One also discusses opposing claims and offers evidence as to why these claims are not as strange.

A **persuasive essay** is organized into introduction, body, and conclusion paragraphs. It includes a topic or thesis statement, which tells the author's claim, and a conclusion that restates the claim.

- Technology is always advantage, changing not just the ways in which we receive information but also how we communicate with one another. Write a persuasive essay addressing whether this change helps people connect better than in the past, or whether our quality of interaction has lessened. Locate reliable sources to support your claims, and begin your pre-writing with the below graphic organizer.

#### Introduction

Thesis: \_\_\_\_\_

#### Body

Evidence to support thesis:

1. \_\_\_\_\_
2. \_\_\_\_\_

Opposing claims, evidence against thesis:

1. \_\_\_\_\_
2. \_\_\_\_\_

#### Conclusion

Summarize your reasons and restate the thesis: \_\_\_\_\_

### The Writing Process: Persuasive Writing

It is important to revise and edit your writing. Use the proofreading symbols below to correct your persuasive essay from pages 203a and 203b in workbook H14. Use the rubric to revise your writing.

○	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

	Organization	Development of Ideas	Language Convention
4	Organizing structure is very well suited to writing task. Clear thesis statement. All arguments strongly relate to thesis statement. Progression of ideas is logical. Paragraphs have meaningful transitions.	Well-chosen and specific arguments and opposing claims. Essay is original, thoughtful and engaging. Clear understanding of persuasive writing.	Word choice is purposeful and precise. Tone reflects the writing task. Sentences are purposeful and varied. Few to no spelling, grammar, capitalization, punctuation, or usage conventions mistakes.
3	Organizing structure is appropriate to writing task. Clear thesis statement. Most arguments strongly relate to thesis statement. Progression of ideas is mostly logical, may be some lapses. Most transitions are meaningful.	Arguments and opposing claims are appropriate. Essay is original and fairly thoughtful. Good understanding of persuasive writing.	Word choice is mostly purposeful and clear. Tone is appropriate to the writing task. Sentences are varied and mostly effective. Some spelling, grammar, capitalization, punctuation, or usage conventions mistakes.
2	Organizing structure may not be appropriate to writing task. Thesis statement is weak or unclear. Arguments do not relate to thesis statement. Progression of ideas is somewhat logical. Few meaningful transitions.	Arguments and opposing claims are not always appropriate or specific. Essay is formulaic. Limited understanding of persuasive writing.	Word choice is general and not clear. Tone may not be appropriate to the writing task. Sentences are not varied and are only somewhat effective. Many spelling, grammar, capitalization, punctuation, or usage conventions mistakes.
1	Organizing structure is inappropriate to writing task. Thesis statement is missing, unclear, or illogical. Arguments are unrelated and lack a clear progression. No meaningful transitions.	Arguments and opposing claims are inappropriate and/or insufficient. Essay is formulaic or confused. Lack of understanding of persuasive writing.	Word choice is limited and not clear. Tone is not appropriate. Sentences are simplistic, awkward, and/or not varied. Many spelling, grammar, capitalization, punctuation, or usage conventions mistakes.

With guidance and support, produce writing in which the development and organization are appropriate to purpose and audience of the task.