

**INSTRUCTIONAL ADAPTATIONS—LANGUAGE ARTS LITERACY FRAMEWORK**

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**Core Curriculum Content Standard: 3.5      Indicator: 10      Middle-Level Activity****Instructional Presentation**

Instructional Prompt: Graphic organizer—PMI chart

**Graphic organizers** are a visual means of structuring information to aid attention, comprehension, and recall of important information. Graphic organizers can structure information categorically through maps or charts or illustrate patterns such as sequence of events, cause and effects, or problems and related solutions. Organizing information spatially, assigning labels to categories, and synthesizing supporting information in a few words reduces reading, writing, and memory demands.

The **PMI chart** is one type of graphic organizer containing prompts to record observations about the strengths and weaknesses of a situation, event, or in this case, a celebrity. “P” stands for pluses about the character, “M” stands for minuses, and “I” indicates a summary of interesting observations.

**Middle-Level Activity:** Viewing celebrities on TV and recording observations

- Define the terms *celebrity* and *fame*.
- Preselect for class discussion characters that demonstrate both positive and negative characteristics, for example, Michael Jordan/Dennis Rodman; Sinbad/Eddie Murphy; Spice Girls/Li'l Kim; Garfield/Beavis and Butthead
- Create and display a class checklist of characteristics that contribute to celebrity.
- Discuss how appearance and actions, which are observable, can serve as evidence to support students' opinions of a celebrity's positive or negative characteristics.
- Discuss and demonstrate the power of body language.
- Demonstrate on an overhead how to complete a PMI chart to record student observations about the celebrities identified above.
- Provide guided practice for watching short video segments of TV talk shows, and recording and justifying observations and opinions about them.

**Instructional Materials/Adaptive Equipment**

- PMI chart
- Preselected video clips

**Instructional Support**

- Model creating a PMI chart.
- Emphasize recording observable behavior as evidence to support students' opinions.

**Motivation**

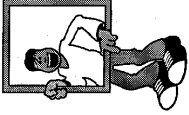
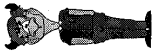
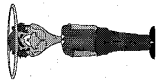
- Select celebrities relevant to students' ages.
- Have students create a parallel positive and negative chart based on celebrities they choose.

**Student Response**

- In class discussion or in journal response, students consider the following: Does celebrity justify inappropriate behavior? Is money the common denominator defining success?



# PMI CHART



<p><b>Pluses</b> about this character: Positive characteristics of this celebrity</p> <p>Celebrity 1</p>	<p><b>Minuses</b> about this character: Negative characteristics of this celebrity</p>	<p><b>Interesting</b> things about this character: Unusual or interesting things about this celebrity</p>
<p>Celebrity 2</p>		
<p>Celebrity 3</p>		
<p>Celebrity 4</p>		