

***Within Reach: My Everest Story* by Mark Pfetzer**

(Published by Scholastic)

Approved for use in Communication Arts, Grade 8

Summary

Thirteen-year-old Mark Pfetzer decides to become a mountain climber. This is the story of everything he accomplished, on his own, to climb Mt. Everest at age 15. He found instructors, sponsors, trekked to Asia and South America without his parents, and was the youngest climber to reach 26,000 feet on Everest. He holds many climbing records in his age group.

Connection to the Curriculum

Within Reach: My Everest Story is the ultimate example of how a middle school-aged person can accomplish anything he is determined to do if he works hard. The novel includes many descriptions, from a teenage point of view, of the cultures, beliefs and people of such locations as Tibet, Nepal, Peru, Tanzania, and other countries in Asia, South America and Africa.

Standards

Course Objectives (Benchmarks)

Reading: 1.2- The student reads fluently. 1.3- The student expands vocabulary. 1.4- The students comprehend a variety of texts.

Literature: 2.1- The students use literary concepts to interpret and respond to text. 2.2- The students understand the significance of literature and its contributions to various cultures.

Possible Skills Taught (Indicators)

Reading:

1.2.4- The student adjusts reading rate to support comprehension of narrative text.

1.3.1 – The student determines the meaning of words or phrases using context clues.

1.4.1- The student identifies characteristics or narrative, expository, technical, and persuasive texts.

1.4.9- The student explains cause-effect relationships in appropriate level narrative texts.

1.4.12- The student uses prior knowledge, content, text type, and text features to make, revise, and confirm predictions.

1.4.13- The student generates and responds logically to literal, inferential, and critical thinking questions before, during, and after the reading of the text.

1.4.14- The student uses information from the text to make inferences and draw conclusions.

1.4.20- The student identifies and describes the author's purpose (e.g., to inform, to give directions, to entertain) and basic techniques the author uses to achieve that purpose.

Literature:

2.1.1- The student describes different aspects of major and minor characters (e.g. their physical traits, personality traits, feelings, actions, motives) and explains how those aspects influence characters' interactions with other characters and elements of the plot, including resolution of the major conflict.

2.1.2- The student identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) and explains the importance of the setting to the story or literary text.

2.1.3- The student identifies major and minor events related to the conflict in a story (e.g., crisis/turning moment, climax, resolution) and explains how one event gives rise to another.

2.1.4- The student understands aspects of theme (e.g. moral, lesson, meaning, message, author's ideas about the subject) and supports with implicit and/or explicit information from the text

A Note on the Text

(The best way to evaluate and understand a novel is to personally read the book in its entirety.)

There are very few inappropriate words in the text, never used graphically.

Additional Unit Design Connections

Coming soon:

To be completed during future curriculum development activities