Selection Summary
An ancient Greek myth, *The Iliad*, describes how the warrior Achilles fought heroically in the Trojan War, helping to defeat the Trojan army. However, he was fated to die young in his quest to achieve great glory and eternal fame on the battlefield.

Characteristics of the Text

<table>
<thead>
<tr>
<th>Genre</th>
<th>Myth</th>
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| Text Structure | • Third-person narrative organized in ten short chapters  
• A brief introduction gives the history of the myth |
| Content |  
• Greek myth, *The Iliad*  
• The Trojan War  
• Ancient Greece |
| Themes and Ideas |  
• You cannot outwit fate.  
• Rage and pride can lead to sorrow. |
| Language and Literary Features |  
• Vivid details convey mythical history  
• Dialogue used to increase reader interest  
• Personification, such as the army *roared as one furious beast* |
| Sentence Complexity |  
• A mixture of short and longer, more complex sentences  
• Full range of punctuation |
| Vocabulary |  
• Greek names of people and places: Patroclus, Styx |
| Words |  
• Some challenging multisyllable words, such as *labyrinth, Menelaus, prophecy* |
| Illustrations |  
• Color illustrations, map of ancient Greece |
| Book and Print Features |  
• Seventeen pages of text, with illustrations on many pages  
• Easy-to-read chapter headings, introduction, sidebars |

The Fate of Achilles  by Edwin Hernandez

Build Background
Help students use their knowledge about fate to visualize the story. Build interest by asking a question such as the following: Why do some people believe that their destiny is inevitable? Read the title and author and talk about the cover illustration. Note the ten chapter heads. Tell students that this book tells a myth about Achilles, a famous Greek warrior. Ask students what kinds of things they might expect to find in a myth.

Introduce the Text
Guide students through the text, noting important ideas and helping with unfamiliar language and vocabulary so that they can read the text successfully. Here are some suggestions:

Page 3: Direct students to the chapter heading: “The Prophecy of Achilles.”
Suggested language: We learn that Achilles’ mother was told of a prophecy: her son could either live a long life and die an old man or he could win fame and glory on the battlefield but die young. What do you think Achilles’ mother did when she heard this prediction of her son’s future?

Pages 4–5: Have students read the section headings on both pages. You have now learned the names of two other characters who play parts in the story of Achilles. What are their names?

Pages 6–9: Draw attention to the illustration of the warships on page 6 and the warriors pictured on pages 8–9. Ask: How did war in ancient Greece differ from war today? How is war in both time periods comparable?

Now turn back to the beginning of the book and read to find out about how Achilles played a key role in the Trojan War.

Target Vocabulary

abandon – leave a person or thing behind, p. 9
bitterly – with intense resentment, p. 9
embrace – hold closely in a hug, p. 14
fury – a wild fit of anger or violence, p. 5

labyrinth – a winding arrangement of passages, p. 6
massive – very large, heavy, and bulky, p. 5
rash – too quick and careless, p. 4

somber – gloomy, p. 10
steadfast – focused on a goal, p. 10
unravels – comes apart, p. 12
Read
Have students read silently while you listen to individual students read aloud. Support their understanding of the text as needed.

Remind students to use the Infer/Predict strategy as they read. Tell them to use text clues to figure out what the author means or what might happen in the future.

Discuss and Revisit the Text

Personal Response
Invite students to share their personal responses to the story. 
Suggested language: What lessons can you learn from the story of Achilles?

Ways of Thinking
As you discuss the text, help students understand these points:

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
</tr>
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<tbody>
<tr>
<td>• Greek gods and goddesses meddled in the affairs of mortals.</td>
<td>• Sometimes people cannot escape their fate.</td>
<td>• A map depicts ancient Greece at the time of the Trojan War.</td>
</tr>
<tr>
<td>• While Achilles treasured friendship and honor, he let anger keep him from the battle.</td>
<td>• A small weakness can lead to someone's downfall.</td>
<td>• Sidebars discuss The Iliad's companion piece, The Odyssey, and the meaning of &quot;Achilles' heel.&quot;</td>
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<td>• Achilles' wounded pride led to his selfish stance.</td>
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Choices for Further Support
• Fluency Invite students to choose a passage from the text to present a readers’ theater. Remind them to read the dialogue with appropriate emotion, stressing the character’s strong emotions.

• Comprehension Based on your observations of the students’ reading and discussion, revisit parts of the text to clarify or extend comprehension. Remind students to go back to the text to support their ideas.

• Phonics/Word Work Provide practice as needed with words and word parts, using examples from the text. Remind students that adding a suffix to a root word changes the meaning and creates a new word. Tell them that seeing how the word is used in the selection can help them discern the meaning of the new word. For example, the suffix –ly is added to a word to tell how or how often something is done. Have students find –ly suffixes used in the story.
Writing about Reading

Critical Thinking
Have students complete the Critical Thinking questions on BLM 18.8.

Responding
Have students complete the activities at the back of the book, using their Reader's Notebook. Use the instruction below as needed to reinforce or extend understanding of the comprehension skill.

Target Comprehension Skill

Story Structure  
Have students examine details about characters, setting, and plot. They should discuss the credibility of the characters and believability of the plot, along with the effect of the setting and characters on the plot and its resolution. Model how to add details to the Graphic Organizer, using a “Think Aloud” like the one below.

Think Aloud
The characters include the Greek warrior Achilles and Helen, the daughter of Zeus. The settings include a battlefield in ancient Troy. The resolution? Achilles dies in great glory on the battlefield and his name is remembered as one of the greatest warriors.

Practice the Skill
Encourage students to share their opinions about the climax, or most exciting part, of this story of Achilles.

Writing Prompt: Thinking Beyond the Text
Have students write a response to the prompt on page 6. Remind them that when they think beyond the text, they use their personal knowledge to reach new understandings.

Assessment Prompts
• The reader can predict at the end of the story that Achilles will probably

• In the first paragraph on page 3, the phrase his name would go down in history means that Achilles

• What does the word rampart mean in the first paragraph on page 10?
Critical Thinking

1. **Think within the text**: What started the Trojan War?
   - With the help of Aphrodite, Paris kidnaps Helen, the wife of Menelaus.

2. **Think within the text**: Who killed Patroclus?
   - Hector killed Patroclus.

3. **Think beyond the text**: Achilles is considered a Greek hero, and his story has lived on for centuries. What makes him a hero? Who are some of our modern-day heroes?
   - Despite the fact that he was doomed, Achilles still fought in battle and died doing what he believed was right. Today, heroes are soldiers that risk their lives for our freedom.

4. **Think about the text**: Although the selection focuses on Achilles, Hector is also an important character. How would you describe him?
   - Hector is brave, a great warrior, and willing to risk his life to protect Troy and his family.

Making Connections: The Trojan War began with an argument about a woman. For what reasons are wars fought today? What are some of the biggest differences between wars today and wars in Achilles’s day?

Write your answer in your Reader’s Notebook.

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**English Language Development**

**Reading Support** Pair advanced and intermediate readers to read the selection softly, or have students listen to the audio or online recordings. Remind them that Achilles’ pride was his downfall.

**Idioms** The story includes some idioms that might be unfamiliar. Explain the meaning of expressions such as **struck a deal** (page 4) and **true to their word** (page 5).

**Oral Language Development**

Check student comprehension, using a dialogue that best matches your students’ English proficiency. **Speaker 1** is the teacher, **Speaker 2** is the student.

<table>
<thead>
<tr>
<th>Beginning/Early Intermediate</th>
<th>Intermediate</th>
<th>Early Advanced/Advanced</th>
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<tbody>
<tr>
<td><strong>Speaker 1</strong>: What was the weak spot on Achilles’ body?</td>
<td><strong>Speaker 1</strong>: When did Apollo lift the plague on the Greek soldiers?</td>
<td><strong>Speaker 1</strong>: Why did Achilles believe that his pride had been wounded?</td>
</tr>
<tr>
<td><strong>Speaker 2</strong>: his heel</td>
<td><strong>Speaker 2</strong>: He ended the plague after Agamemnon sent Chryseis home.</td>
<td><strong>Speaker 2</strong>: He felt that he had been publicly insulted and dishonored when Agamemnon had taken Briseis away from him.</td>
</tr>
<tr>
<td><strong>Speaker 1</strong>: Who was the woman that Paris stole?</td>
<td><strong>Speaker 1</strong>: Why did Achilles finally embrace his fate on the battlefield?</td>
<td><strong>Speaker 2</strong>: Apollo</td>
</tr>
<tr>
<td><strong>Speaker 2</strong>: Helen</td>
<td><strong>Speaker 2</strong>: He sought to avenge the death of his friend Patroclus.</td>
<td><strong>Speaker 2</strong>: Hector is brave, a great warrior, and willing to risk his life to protect Troy and his family.</td>
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</table>
The Fate of Achilles

Thinking Beyond the Text

Think about the questions below. Then write your answer in two paragraphs.

Remember that when you think beyond the text, you use your personal knowledge to reach new understandings.

One of the themes in the myth of Achilles is pride. On page 9, the author describes how Achilles bitterly sulked after his pride was wounded. His mother tells him to swallow his pride and fight for fame and glory. Do you think that was wise advice? Why or why not? What advice would you have given to Achilles? Support your ideas with details from the text.
Critical Thinking

Read and answer the questions.

1. **Think within the text**  What started the Trojan War?

2. **Think within the text**  Who killed Patroclus?

3. **Think beyond the text**  Achilles is considered a Greek hero, and his story has lived on for centuries. What makes him a hero? Who are some of our modern-day heroes?

4. **Think about the text**  Although the selection focuses on Achilles, Hector is also an important character. How would you describe him?

**Making Connections**  The Trojan War began with an argument about a woman. For what reasons are wars fought today? What are some of the biggest differences between wars today and wars in Achilles's day?

Write your answer in your Reader's Notebook.
At dawn the next day, Achilles saw a flash of light in the sky. His mother appeared, holding a new suit of armor fashioned by the gods. The armor shone brightly in the sun, and brought joy to Achilles’ heart.

Achilles’ mother spoke. “Before you put this on, I want you to listen to me. Thousands of Greek soldiers have fought and died while you sat here in your tent and sulked.” Knowing which fate her son had chosen, she continued, “Swallow your pride and embrace your fate on the battlefield. Fame and glory await you.”

Comments:

Accuracy Rate = (# words read correctly/96 × 100) %

Total Self-Corrections

Behavior | Code | Error
--- | --- | ---
Read word correctly | ✓ cat | 0
Repeated word, sentence, or phrase | © cat | 0
Omission | ¯ cat | 1
Substitution | cut cat | 1
Self-corrects | cut cat | 0
Insertion | the cat | 1
Word told | ? cat | 1