

**Topic:** Greek Mythology

**Text Type:** Narrative Fiction

**Word Count:** 399

**Lexile® Measure:** 780L

**Skills:** Reading for Meaning  
Phrasing  
Expression  
Rate  
Timed Reading

**Lesson 1**

**Time:** 10–15 minutes

**Skills:** Reading for Meaning

**Student Pages:** “Echoes of Love” (Student Copy)

**Lesson 2**

**Time:** 15–20 minutes

**Skills:** Phrasing

**Student Pages:** “Echoes of Love” (Student Copy)

**Lesson 3**

**Time:** 15 minutes

**Skills:** Expression

**Student Pages:** “Echoes of Love” (Student Copy)

**Lesson 4**

**Time:** 15 minutes

**Skills:** Rate

**Student Pages:** “Echoes of Love” (Student Copy)

**Lesson 5**

**Time:** 15–20 minutes

**Skills:** Timed Reading

**Student Pages:** “Echoes of Love” (Student Copy)

**Teacher Pages:** “Echoes of Love” (Teacher Copy), Fluency Chart

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**Note: Words in bold are said aloud by the teacher.**

## Reading for Meaning

Distribute “Echoes of Love” (Student Copy). **The ancient Greeks told many myths to explain what they saw and heard in the natural world. Here is one of them. Follow along with me as I read this story. The title is “Echoes of Love.”** Read the story aloud to students. Read the passage with expression, proper phrasing, and intonation. Model appropriate rate as you read. After reading, ask the following questions to engage students in a discussion about the story:

- **What is this passage about?**
- **What words would you use to describe each character? Why?**
- **What does the word *narcissism* mean? Name other characters you’ve read about that have this same character trait.**

Discuss any words students may not be familiar with.

Assign partners. Avoid pairing students of significantly different proficiencies. This results in less frustration. Also, the more proficient reader may serve as a model. Partners should be changed periodically.

It is important to model the expectations of partner reading. You may do this by role-playing with one student, or you may select two students to role-play the following:

- how to sit with your partner (Have partners sit close together so that the partner who is reading can use a low inside voice and still be heard.)
- how to read with your partner (Partner A reads. Partner B listens carefully and follows along. Partner A underlines lightly with a pencil any words he or she finds interesting or does not know. Partners may also assist with words if needed by using the following correction procedure:
  - If a student reads a word incorrectly, skips a word, or does not know a word, his or her partner points to the word and says, “What is this word?”
  - If the student reads the word correctly, the partner says, “Yes, that word is \_\_\_\_\_. Please reread the sentence.”
  - If the student does not know the word, the partner says, “That word is \_\_\_\_\_. Please reread the sentence.”
  - The student repeats the word and rereads the sentence.)
- how to dialogue with each other after the reading (Have students discuss what the passage is about and which words in the passage they found interesting or did not understand.)

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After these procedures have been modeled, have students practice. Discuss behaviors that are unacceptable as well.

## Independent Practice

Now, I want you to get with your partner and read “Echoes of Love” together. Using a pencil, lightly underline any words you find interesting or do not know as you read. Partner A will read the first paragraph and stop. Then partner B will read the same paragraph. Discuss what you read and any words you found interesting or did not understand. Then follow the same procedure with the following paragraphs until you reach the end of the passage.

Walk around and observe students as they read together. If necessary, remind students of the expectations for partner reading.

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## Teach

Redistribute or have students take out “Echoes of Love” (Student Copy). **We will practice reading “Echoes of Love” fluently.**

**Reading fluently** means reading the words correctly, at an appropriate rate, and with correct phrasing and intonation. Reading fluently is not about reading fast but about reading at an appropriate rate. Fluent reading should sound like you are talking. The way we read a text affects our comprehension.

Each lesson will focus on one or two aspects of fluency. **Today, we will practice phrasing.**

**Phrasing** involves grouping certain words together when speaking. As we talk, we automatically chunk words into groups. This is also important when reading. There are some words that sound better chunked together, and when this is done, the ideas are easier to understand.

Commas help us with phrasing, too. A comma signals to the reader to pause briefly while reading. Commas separate listed items, characteristics, or events. Paying attention to commas helps us with chunking words as we read.

Sometimes in long sentences there aren’t commas. Fluent readers chunk words automatically to make the reading sound like talking.

Write the following sentences on the board: *But instead of finding her husband, she ran into a talkative little nymph named Echo. Echo distracted the queen with her chatter for so long that Zeus was able to sneak back to the palace.* **There is a comma in this first sentence that tells the reader to pause. There aren’t any commas in the second sentence, and this sentence is long. Fluent readers make natural pauses.**

**Listen as I read these two sentences.** Read the sentences, pausing accordingly at the slashes: **But instead of finding her husband, / she ran into a talkative little nymph / named Echo. / Echo distracted the queen / with her chatter / for so long / that Zeus was able to sneak back / to the palace.**

**I paused at the comma in the first sentence. The additional pauses I made were after the words nymph, the first Echo, queen, chatter, long, and back.** Place a slash after each of those words on the board. **These are natural pauses to make in these sentences. Pausing briefly after these words makes the reading sound like talking. The more reading sounds like talking, the easier it is to comprehend the text.**

### Guided Practice

**Now, let's practice. We'll read the fourth paragraph of the story.** Allow students time to locate the paragraph. **I will read a sentence. Then, you echo me.** Read the following paragraph one sentence at a time, modeling proper phrasing and expression. Pause accordingly at the slashes, and allow students time to repeat each sentence after you. Make sure the pauses sound like natural breaks and not like choppy phrasing.

**When Echo saw Narcissus, / she also / fell instantly in love. / Unable to speak to him, / she followed him silently / through the woods, / hoping he would eventually / take notice of her. / Being Narcissus, / of course, / he did not.**

### Independent Practice

Review the expectations for partner reading with the students. **Now, with your partner, practice using proper phrasing as you read the passage. Remember to pause briefly at a comma. Commas will help you chunk words together.** Have each student read the passage as before, one paragraph at a time. Walk around and listen in as students are reading. Comment on proper phrasing. If necessary, model how to use proper phrasing again.

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## Teach

Redistribute or have students take out “Echoes of Love” (Student Copy). **We will continue to practice reading fluently. Today, we will practice reading with expression.**

**Reading with expression** means reading while showing the character’s feelings with your voice. This is important in reading.

Quotation marks are used to let us know that someone is talking. When reading, it is important to give each character in the story a voice. In this passage, Narcissus and Echo are the characters who speak.

An exclamation mark at the end of a sentence lets the reader know the sentence should be read with strong feeling.

We also get clues about how the character sounds by thinking about the meaning of the words the character speaks. We can think about how the character would say the words. Although dialogue is used very little in this story, it is very important to the meaning of the story. Find the place in the passage where the author uses quotation marks in the seventh paragraph. Narcissus is talking to himself and Echo is repeating the words. When reading this, I imagine what an echo would sound like and how Echo might repeat the words with strong feelings of love. Listen to me read.

“I love you,” Narcissus said to himself.

“I love you!” Echo repeated, relieved to express her feelings at long last.

Reading with this type of expression adds drama and makes the story more interesting.

## Guided Practice

Now, you take turns reading this dialogue with a neighbor. Be sure to use two distinct voices for Narcissus and Echo.

## Independent Practice

Now, it is time to practice with your partner. Have each student read the passage as before, one paragraph at a time. Walk around and listen in as students are reading. Comment on proper phrasing and expression. If necessary, model how to use proper phrasing and expression again.

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## Teach

Redistribute or have students take out “Echoes of Love” (Student Copy). **Let’s continue to practice reading fluently. This time we will focus on rate.**

**Rate is the speed at which you read the passage. Most of the time, reading is done at a normal pace. But sometimes, to add interest, you might read a sentence more quickly or slowly than the rest of the passage. The message that the author is conveying lets you know how to read the words.**

**This story is read at a normal rate. Reading the passage at a rate that sounds like talking will help you better understand the message the author is conveying.**

## Guided Practice

**Let’s practice with the first two paragraphs. First, listen to me read.** Read the first two paragraphs aloud, fluently.

**Now, read with me. Try to make your voice stay with mine.** Read along with students.

## Independent Practice

**Now it is your time to practice with your partner.** Have students read the passage with their partner. Partners should take turns reading one paragraph at a time. After both have read the passage, have students discuss what the passage is all about. Walk around and listen in as students are reading. Comment on rate, phrasing, and expression. If necessary, model rate, phrasing, and expression again for students.

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## Timed Reading

Redistribute or have students take out “Echoes of Love” (Student Copy). **While you are reading with your partner today, I will listen to each of you read. I will call you over one at a time and have you read for 60 seconds. Then we will set fluency goals together. Remember what is expected during partner reading. I want each partner to read the passage twice. You may begin.**

While students are reading, call one student over at a time and listen to him or her read the passage for 60 seconds. Encourage students to do their best reading.

For each student, use a copy of “Echoes of Love” (Teacher Copy) to mark words that the student has trouble reading. If the student does not know a word, point to the word and say “This word is \_\_\_\_.” Have him or her read the word and continue reading the passage.

As students read, listen for proper phrasing and intonation. Provide positive feedback on their efforts when they are done.

When the student begins reading, start a timer or use a clock with a second hand. At the end of 60 seconds, tell the student to stop reading. Subtract the number of words that gave the student trouble from the total number of words the student read. This results in the student’s Words Correct Per Minute (WCPM).

(Total Number of Words Read) – (Number of Problematic Words) = (Number of Words Correct Per Minute)

Example: (101 Words Read) – (3 Problematic Words) = 98 WCPM

Give each student a Fluency Chart. Assist the student in charting his or her WCPM with a bar graph. The student should keep the graph to record readings of various other passages over time. Readings of the same passage may be recorded as well. Each time a passage is read, have the student write its title in the Title section of the chart and shade in the correct amount for WCPM on the graph. It will be motivating for the student to see his or her growth over time.

Each student will need to set his or her own fluency goal. Take the student’s initial WCPM and help him or her set a reasonable goal. A reasonable goal would be adding one or two words to his or her WCPM each week. The goal can be a monthly goal or a six- to nine-week goal.

Have students take the passage home and continue to practice. They can read the passage to a family member while practicing rate, phrasing, and intonation. They can also have a family member time them as they practice reading for 60 seconds.

## Echoes of Love

Zeus was the king of the gods. He loved to come down from his throne on Mount Olympus and play with the forest nymphs. The nymphs were fluttery little spirits who sang and chattered all day long.

One day, Hera, the wife of Zeus, came looking for him. She thought playing in the woods was a waste of time. But instead of finding her husband, she ran into a talkative little nymph named Echo. Echo distracted the queen with her chatter for so long that Zeus was able to sneak back to the palace. When Hera discovered what had happened, she flew into a rage. She punished Echo by taking away her ability to say her own words. From then on, Echo could only repeat the words of others.

Meanwhile, a handsome young fellow named Narcissus went hunting in the woods. In fact, he was so handsome that many girls fell in love with him at first sight. Unfortunately for them, Narcissus loved only himself. He barely noticed anyone else who happened to be in his presence.

When Echo saw Narcissus, she also fell instantly in love. Unable to speak to him, she followed him silently through the woods, hoping he would eventually take notice of her. Being Narcissus, of course, he did not.

As day turned to evening, Narcissus grew tired and thirsty. Coming upon a pool of water, he knelt to quench his thirst. Before he could do so, however, he caught sight of his own reflection on the water's surface and became entranced.

He smiled at his own beauty, and the face in the water smiled back. He waved at himself, and his beautiful self waved back.

"I love you," Narcissus said to himself.

"I love you!" Echo repeated, relieved to express her feelings at long last.

Not surprisingly, the love-struck lad heard her not. He just continued gazing at himself in the smooth, watery mirror, aware only of himself and his beauty.

This went on for some time. Narcissus forgot to drink. He forgot to eat. Eventually, he grew weak and died. The gods carried his body away, and in its place sprang up a lovely white flower with a pool of gold at its center.

The grief-stricken Echo pined for him until she, too, wasted away. Nothing of Echo remains in the world except her sad, distant voice, forever repeating the words of others.

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# FLUENCY CHART

WCPM <small>(words correct per minute)</small>	Title	Date																		
160																				
150																				
140																				
130																				
120																				
110																				
100																				
90																				
80																				
70																				
60																				
50																				
40																				
30																				
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10																				

Student: \_\_\_\_\_



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