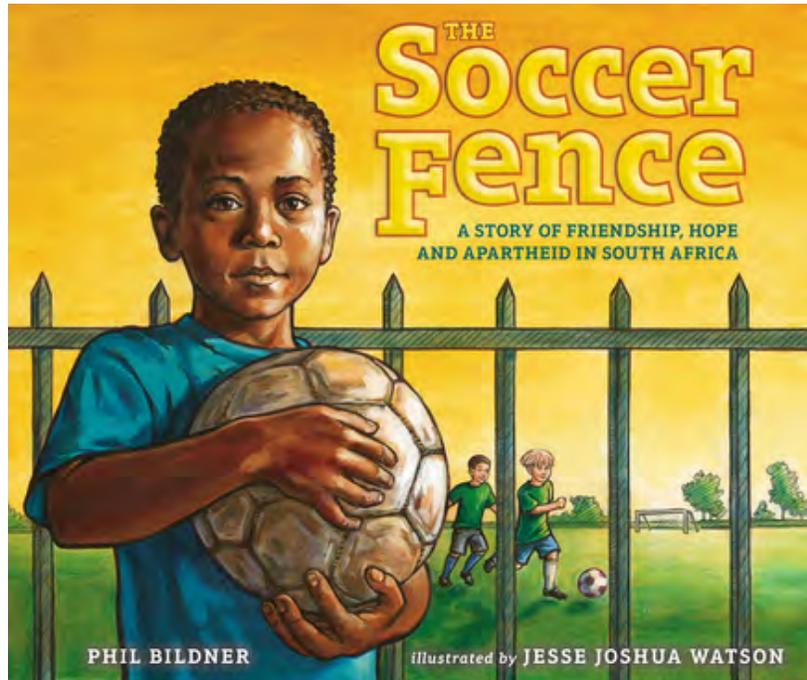


# A COMMON CORE STANDARDS TEACHER'S GUIDE



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# A LETTER TO TEACHERS:

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Dear Teachers:

Thank you for exploring this Common Core State Standards Teacher's Guide for *The Soccer Fence*.

As a former classroom teacher (middle school in the New York City public schools for eleven years), I understand the overwhelming demands on your time and how difficult it is to find windows of opportunity to share literature with your students. So to say I'm grateful you would even consider incorporating this text into your curriculum is a huge understatement.

Please know this teacher's guide is not an endorsement of the CCSS. It's an acknowledgement of the current educational framework within which teachers are expected to teach.

Thanks again. Keep doing what you do.

Peace,

Phil

# INTRODUCING *THE SOCCER FENCE* TO READERS:

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Introducing an historical fiction picture book to students can be challenging, especially an historical fiction picture book set in a foreign country. The following is the “setting-the-scene” book talk I use to introduce *The Soccer Fence*.

*The Soccer Fence is the story of a boy named Hector. Hector loves soccer. He loves to play it, he loves to watch it.*

*Hector lives in South Africa in the early 1990s. Up until the 1990s, South Africa was not a very friendly place to live, especially if you were a person of color like Hector.*

*The government of South Africa was led mainly by white men, and this government had an official policy called apartheid. The word apartheid means separate or apart. Essentially, that mean, if you were a different race or color, you had very few rights. For instance, if you were black, you were not allowed to own property. You were not allowed to vote. You had to attend separate schools. You had to ride separate buses. You had to visit separate beaches. You even had to use separate public bathrooms.*

*Separate did not mean equal. Not even close.*

*When the rest of the world learned about what was truly taking place in South Africa, they were outraged. All across the globe, there were protests and boycotts. People, corporations, and governments demanded that the government of South Africa end this racist policy.*

*Finally, in the early 1990s, apartheid crumbled, and a new government came to power. This government was based on unity and equality and led by Nelson Mandela, the hero to black South Africans.*

*Still, South Africa remained very much divided. The country didn't simply come together and forget all the horrors of the past overnight.*

*But one thing that did help to unite South Africans was sports. Sports played a critical role in helping the country heal and bringing the people together.*

*The Soccer Fence is a story of the power of sports.*

# SECOND GRADE

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## A. ELA Reading Standards for Literature (RL)

### Key Ideas and Details

#### RL-2.1

The following questions (*who, what, where, when, why, how*) should be asked during a reading of the text:

- Who is the narrator? How do you know?
- What is he doing during the opening scene? With whom is he playing? How do you know?
- Where does the family live? What can you infer about where they live?
- Who rides the bus a couple times each month? What type of bus do they ride? Where do they go?
- While Mama works, what does the sister do? What does the narrator do?
- How do the boys playing soccer treat the narrator? How does the narrator react?
- Why does Papa raise his hands to the heavens?
- Where does the family go upon hearing the news about Nelson Mandela?
- What does Mandela say during his speech at FNB Stadium?
- What happens the next time the narrator watches the other boys play soccer?
- What important event in South African history takes place a couple years later? What exclamation does Papa repeat? Why?
- What does Papa do after he votes? Who wins the election?
- What does President Mandela love? What does he help form?
- What is the name of the South African national soccer team? What does the name mean?
- When he's playing soccer, who does the narrator like to pretend to be? Who does the other boy like to pretend to be?
- In the African Cup of Nations, how does Bafana Bafana do in the opening round match? How does Bafana Bafana do in the second round match?
- Where does the family watch these matches?
- What is the weather like during the second round matches against Algeria?
- Mama and Papa do not believe Bafana Bafana has much of a chance against Ghana in the next round? Why not?
- The narrator and his sister do believe Bafana Bafana has a chance? Why?

- Who wins the match between Bafana Bafana and Ghana?
- Who must Bafana Bafana play in the finals of the African Cup of Nations?
- How does Papa pay for the tickets to the match?
- Where is the final match of the African Cup of Nations held? What other important event took place there?
- Where does the family sit at the match?
- Who does the narrator spot at the match? What does this other person do when he sees the narrator?
- Who scores the first goal of the match? Who scores the second goal?
- Who wins the African Cup of Nations?
- How do the Bafana Bafana players celebrate winning the African Cup of Nations? How do the boys celebrate?
- The next time the narrator sees the other boys playing soccer, what happens?
- What are the names of the two boys?
- When the two boys finally play soccer together, why are they teammates?

### RL-2.3

In the text, the characters are faced with several challenges. What are some of these challenges?

- The family (and all black South Africans) must contend with apartheid, the oppressive and racist system of laws.
- The narrator is only able to play soccer in his township. He wants to join the boys on the other side of the fence, but the rules of society prevent that.

## Craft and Structure

### RL-2.4

In a number of instances, words and phrases supply rhythm and meaning to the story (e.g., alliteration, repeated lines).

- **Rhythm:** “My sister spent all day in the garden, trimming and raking and planting and smiling.”
- **Repeated phrases:** “Today, we celebrate liberty!” Papa raised his hands to the heavens.
- **Alliteration:** “We danced around the tiny television in town.”; “...amazing attacker...”; “...players paraded...”; “...frenzied fans...”

## RL-2.5

Students should describe the overall structure of the story. Students should be able to describe how the beginning of the story introduces the action and how the ending of the story concludes it.

- ***The story opens*** with the narrator and his sister playing soccer in their township, a section of Johannesburg that is very different from the part of Johannesburg where their mother works. Twice each month, the narrator and his sister travel with their mother to work. While there, the narrator watches the boys playing soccer on the other side of the fence. He dreams of the day when he will be able to join them.
- ***The next section*** focuses on what’s taking place in South Africa during this period. Apartheid is finally crumbling, and at long last, Nelson Mandela is freed from prison. However, the march towards freedom and equality is a slow one. The narrator is still not able to play soccer with the boys on the other side of the fence.
- ***The next section*** focuses on Bafana Bafana, the new national soccer club playing in the African Cup of Nations. The team goes on an improbable and historic run. They make it all the way to the championship match. In the process, they help unite the country.
- ***The climax*** of the story is the championship match. The narrator and the other boy attend the game. They see one another there. They both celebrate their country’s victory.
- ***The story ends*** with the narrator and the other boy coming together. Hector and Chris finally speak, and Chris asks Hector if he would like to play soccer. Hector steps through the soccer fence.

## Integration of Knowledge and Ideas

### RL-2.7

In picture books, illustrations support, enhance and further the text. Students should answer the following questions, based on the paintings:

- In the opening scenes, how do the illustrations help to establish the setting?
- When the narrator accompanies his mother to work, he watches the other boys play soccer. How is their field different from the field on which he plays?
- On three different occasions in the book, illustrations of newspapers help to show what is taking place in South Africa. How does this further the story?
- Compare and contrast the scenes where the narrator is pretending to be John “Shoes” Moshoeu and the other boy is pretending to be Mark Fish.

- During the scene at the championship match, how does the illustration of the fans' faces help to show what is happening on the field?

## B. ELA Reading Standards, Foundational Skills (RF)

### Phonics and Word Recognition

#### RF-2.3.a

Students should distinguish long and short vowel sounds when reading regularly spelled one-syllable words. Examples from the text include:

- **A:** ball, game, hands, march, past, play, stay, yard
- **E:** deck, fence, free, led, next, rest, we
- **I:** fist, high, like, time, white, wins, wire, with
- **O:** from, host, rode, shot, slow, vote, world
- **U:** bus, church, duel, just, much, thump

#### RF-2.3.b

Students should know spelling-sound correspondences for additional common vowel teams. Some examples of common vowel teams from the text include:

- **AI:** air, raised
- **EA:** dream, leaning, reached, real, repeating, seat, team, undefeated
- **EA:** heavens, leather
- **EE:** agreed, between, cheered, freed, green, peeked
- **IE:** believed, field
- **OA:** goal, soared
- **OO:** booted, rooted
- **OU:** could, poured
- **OU:** around, found, out-of-bounds

### RF-2.3.c

Students should decode regularly spelled two-syllable words with long vowels. Examples from the text include:

- before, driving, forward, freedom, inside, later, rejoined, showdown, smiling, snaking, station, tighter, towards, trophy, waving

### RF-2.3.d

Students should decode words with common prefixes and suffixes. Examples from the text:

- **Prefixes:** bicycle, inside, irreversible, midfield, rejoined, semifinals, undefeated
- **Suffixes:** crumbled, defender, emptying, irreversible, paraded, scoreless, sprinted, tighter, trimming, whispered

### RF-2.3.f

Students should recognize and read grade-appropriate irregularly spelled words. Examples from the text include:

- aisles, bicycle, Ghana, trophy

## **Fluency**

### RF-2.4.a

Students should read this grade-level text with purpose and understanding.

### RF.2.4.b

Students should read this grade-level text orally with accuracy, appropriate rate and expression on successive readings.

## C. Reading Standards for Information Text (RI)

(Students should refer to the **Apartheid Timeline and A Little Bit of History**, which appear after the story)

### Key Ideas and Details

#### RI-2.1

Students should ask and answer who, what, where, when, why and how questions in order to demonstrate their understanding of key details in the text.

Examples of these questions are:

- Who did South Africa defeat to win the African Cup of Nations? When? What did the championship help to accomplish?
- Throughout most of the 20<sup>th</sup> Century, how were blacks treated in South Africa?
- Who took power in South Africa in 1948?
- What is apartheid?
- What happened to those individuals and groups who tried to resist apartheid?
- Who was the leader of the African National Congress? What happened to him?
- What did the rest of the world think about what was taking place in South Africa? How did the rest of the world respond? How did this impact the government of South Africa?
- When did apartheid crumble? Who announced the end of the policy?
- How many years did Nelson Mandela spend in prison?
- What did Nelson Mandela believe about sports?
- What was formed in South Africa in 1992? What was different about this team?
- What is the name of the South African national soccer club?
- What happened on July 7, 1992? Who did South Africa play? What was the outcome of the match? What happened as a result of the match?
- Who hosted the 1996 African Cup of Nations? What happened as a result of the tournament?

#### RI-2.2

Students should identify the main idea of the **A Little Bit of History** section (an introduction to apartheid in South Africa and how the national soccer club helped heal some of the wounds caused by apartheid). Students should also identify the focus of specific paragraphs within the section.

### RI-2.3

Students should describe the connection between a series of historical events. This can be achieved by having students provide answers to the following:

- How did the global community react to the oppressive and racist policy of apartheid?
- How did South Africa’s victory in the African Cup of Nations help to unite the country?

## **Craft and Structure**

### RI-2.4

Students should determine the meaning of words and phrases in the **A Little Bit of History** section including:

- apartheid, banned, boycotted, centuries, crippling, denied, economy, global, harshly, human rights, improbable, international, multiracial, official, pivotal, racist, rallied, represent, resist, rift, severely, upset, wounded

### RI-2.6

Students should identify the main idea of the **A Little Bit of History** section (**See RI-2.2**), focusing on what the author hoped to explain and describe.

## **D. Writing Standards (W)**

### **Text Types and Purposes**

#### W-2.1

Students should write opinion pieces in which they introduce the topic or name of the book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *and*, *because*, *also*, *but*, *or*) to connect opinion and reasons and provide a concluding statement or section.

For instance, students can write about:

- The greatest sporting event they ever witnessed or attended.
- Why a certain sports team is their favorite team.
- Why it’s important to always treat people equally.

## W-2.2

Using the text as a springboard, students should write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. For instance, students can write about the different ways that sports help to bring people together.

## **Production and Distribution of Writing**

### W-2.5

With guidance and support from adults and peers, students should use the text as a basis for a writing assignment. Students should focus on a topic and strengthen writing as needed by revising and editing.

## **Research to Build and Present Knowledge**

### W-2.7

Students should participate in shared research and writing projects. For instance, students should explore other picture books that address the issue of bullying and treating others fairly and then write about it. Three book suggestions they could use for the basis of this writing:

- *Goal* by Mina Javaherbin
- *The Other Side* by Jacqueline Woodson
- *Each Kindness* by Jacqueline Woodson

## **E. Language Standards (L)**

### **Conventions of Standard English**

#### L-2.1.a

Students should use collective nouns such as:

- Bafana Bafana, the boys, families, players

### L-2.1.b

Students should form frequently occurring irregular plural nouns. Some nouns from the text include:

- foot/feet
- news/news

### L-2.1.d

Students should use adjectives and adverbs, and choose between them depending on what is to be modified. As a starting point, students should examine these sentences from the text:

- I kicked the **egg-shaped** ball toward the goal.
- When Papa finally cast his vote, he hugged me **tighter** than he ever had.
- We danced around the **tiny** television in town.
- I stepped through the **soccer** fence.

### L-2.1.f

Starting with sentences from the text, students should produce, expand and rearrange complete simple and compound sentences. The following sentences in the text could serve as starting points:

- Twice a month, my sister and me rode the PUTCO bus with Mama.
- We paraded to FNB Stadium with the other families from our township.
- Our President Mandela loved sports, and when South Africa was chosen to host the 1996 African Cup of Nations, he helped rally the whole country around our team.

### L-2.2.a

Students should capitalize holidays, product names and geographic names. Examples from the text include:

- African Cup of Nations, Algeria, Bafana Bafana, Cameroon, FNB Stadium, Ghana, Johannesburg, PUTCO, South Africa, Tunisia

### L-2.2.c

Students should use an apostrophe to form contractions and frequently occurring possessives. Examples from the text include:

- can't
- don't
- I'd
- I'll
- I'm
- it's
- we'd
- we'll

## Vocabulary Acquisition and Use

### L-2.4.a

Students should use sentence-level context as a clue to the meaning of a word or phrase. Examples from the text include:

- “We are going forward,” Nelson Mandela declared. “The march towards freedom and justice is **irreversible**.”
- Then he turned away and **rejoined** his game.
- For the first time ever, people of all races could vote in South Africa. We stood for hours and hours in the snaking line at the **polling** station. When Papa finally **cast** his **ballot**, he hugged me tighter than he ever had.

### L-2.4.b

Students should determine the meaning of the new word formed when a known prefix is added to a known word. Examples from the text:

- reversible/irreversible
- defeated/undefeated

### L-2.4.d

Students should use knowledge of the meaning of the individual words to predict the meaning of compound words. Some examples from the text include:

- fingertips, newsstand, teammates

### L-2.4.e

Students should use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. Some of the more challenging words from the text include:

- apartheid, ballot, blond, cast, cupboard, frenzied, glued, irreversible, Johannesburg, justice, liberty, out-of-bounds, polling, raking, scraped, semifinals, trophy

### L-2.5.a

Using the text as a springboard, students should identify real-life connections between words and their use.

- Make a list of the positions on a soccer team.
- Identify sporting events played in stadiums.
- On a map of Africa, locate and label the countries that Bafana Bafana played against in the African Cup of Nations.

### L-2.5.b

Distinguish shades of meaning among closely related verbs (e.g., *answered*, *replied*) and closely related adjectives (e.g., *fresh*, *new*, *washed*, *cleaned*). From the text, use the word *kicked* as the starting point for verbs (e.g., *booted*, *blasted*, *punted*, etc.). Use the word *packed* as the starting point for adjectives (e.g., *crowded*, *tight*, etc.).

### L-2.6

Students should use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives (*rocky*) and adverbs (*tighter*) to describe.

# THIRD GRADE

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## A. ELA Reading Standards for Literature (RL)

### Key Ideas and Details

#### RL-3.1

Students should answer the following questions, referring explicitly to the text as the basis for their responses:

- Who is the narrator? How do you know?
- What is he doing during the opening scene? With whom is he playing? How do you know?
- Where does the family live? What can you infer about where they live?
- Who rides the bus a couple times each month? What type of bus do they ride? Where do they go?
- While Mama works, what does the sister do? What does the narrator do?
- How do the boys playing soccer treat the narrator? How does the narrator react?
- Why does Papa raise his hands to the heavens?
- Where does the family go upon hearing the news about Nelson Mandela?
- What does Mandela say during his speech at FNB Stadium?
- What happens the next time the narrator watches the other boys play soccer?
- What important event in South African history takes place a couple years later? What exclamation does Papa repeat? Why?
- What does Papa do after he votes? Who wins the election?
- What does President Mandela love? What does he help form?
- What is the name of the South African national soccer team? What does the name mean?
- When he's playing soccer, who does the narrator like to pretend to be? Who does the other boy like to pretend to be?
- In the African Cup of Nations, how does Bafana Bafana do in the opening round match? How does Bafana Bafana do in the second round match?
- Where does the family watch these matches?
- What is the weather like during the second round matches against Algeria?
- Mama and Papa do not believe Bafana Bafana has much of a chance against Ghana in the next round? Why not?
- The narrator and his sister do believe Bafana Bafana has a chance? Why?
- Who wins the match between Bafana Bafana and Ghana?
- Who must Bafana Bafana play in the finals of the African Cup of Nations?
- How does Papa pay for the tickets to the match?

- Where is the final match of the African Cup of Nations held? What other important event took place there?
- Where does the family sit at the match?
- Who does the narrator spot at the match? What does this other person do when he sees the narrator?
- Who scores the first goal of the match? Who scores the second?
- Who wins the African Cup of Nations?
- How do the Bafana Bafana players celebrate winning the African Cup of Nations? How do the boys celebrate?
- The next time the narrator sees the other boys playing soccer, what happens?
- What are the names of the two boys?
- When the two boys finally play soccer together, why are they teammates?

### RL-3.3

Students should describe the narrator (e.g., his traits, motivations, feelings), and explain how his actions contribute to the sequence of events in the story. The answers to the questions in section **RL-3.1** should be used to help guide student responses.

## **Craft and Structure**

### RL-3.4

The text offers a number of opportunities for students to explore the meaning of words and to distinguish between literal and non-literal language. Some of these words include:

- apartheid, attacker, blond, frenzied, irreversible, Johannesburg, latch, liberty, paraded, pitch, polling, rally, thump, Township

### RL-3.5

When writing or speaking about the story, students should refer to the text using terms such as scene and section. Students should describe how each successive part builds on earlier section. Examples:

- How does the opening sequence/scene help to establish the setting?
- In the scenes where the narrator accompanies his mother to work, he watches the boys play soccer. How does that field differ from the field on which the narrator plays?
- Compare and contrast the scene where the narrator is pretending to be John “Shoes” Moshoeu and the other boy is pretending to be Mark Fish. How does this scene build on earlier sections?

- During the championship match, how does the illustration of the fans (their facial expressions) help to show what is happening on the field?
- How does the final scene fit the title?

### **RL-3.6**

Students should distinguish their own point of view from that of the narrator and other characters. The following questions/prompts can be used during this discussion:

- Who is the narrator? Is the narrator a character? How do you know?
- Who are the other characters? Why are you able to identify with the narrator’s sister? Why are you able to identify with the boy on the other side of the fence?
- Have the students re-tell the story from the sister’s point of view. How does this change the tone/mood of the story? How does this alter the action of the story? How does this change how you feel about the story?

## **Integration of Knowledge and Ideas**

### **RL-3.7**

Specific aspects of the text’s illustrations contribute to what is conveyed by the words of the story. Have the students answer the following:

- In the opening scenes, how does the art help to establish the setting?
- When Hector accompanies his mother to work, he watches the boys play soccer. How is their field different than where he plays?
- On three different occasions, newspapers in the background help to show what is taking place in South Africa. How does this further the story?
- Compare and contrast the scenes where Hector is pretending to be John “Shoes” Moshoeu and Chris is pretending to be Mark Fish.
- During the scene at the championship match, how do the close-ups of the kids’ faces help to show what is happening on the field?

### RL-3.9

Compare and contrast the characters and storyline to characters and storylines in other books by Phil Bildner.

- **The Greatest Game Ever Played:**
  - Both stories are historical fiction. How does the setting play a role?
  - In both stories, the main character attends a championship game. How are these championship games similar? How are they different?
  - How are the last scenes of the two books alike?
- **The Hallelujah Flight:**
  - Both stories are historical fiction. How does the setting play a role?
  - In both stories, the issue of race plays an important role. How does this make the stories similar?
- **The Shot Heard Round the World:**
  - Both stories are historical fiction. How does the setting play a role?
  - In both stories, the characters rally around their favorite team. Identify the similarities.
- **Twenty-One Elephants:**
  - Both stories are historical fiction. How does the setting play a role?
  - How are the final scenes of the two books alike?

## B. ELA Reading Standards, Foundational Skills (RF)

### Phonics and Word Recognition

#### RF-3.3.a

Students should identify and know the meaning of the most common prefixes and derivational suffixes. Examples from the text include:

- **Prefixes:** bicycle (*bi—two*), inside (*in—not*), irreversible (*ir—not (assimilated in)*), midfield/midway (*mid—middle*), rejoined (*re—back, again*), semifinals (*semi—half*), undefeated (*un—not*)
- **Suffixes:** defender (*er—one who*), irreversible (*ible—capable of*), tighter (*er—more*), scoreless (*less—not, less*)

### RF-3.3.c

Students should decode multi-syllable words. Examples from the text include:

- Africa/African, Algeria, amazing, apartheid, Bafana, bicycle, Cameroon, celebrate, championship, defender, everywhere, families, fingertips, irreversible, Johannesburg, liberty, Mandela, opening, paraded, president, pretended, remaining, repeating, rocketed, semifinals, separated, Shosholozza, stadium, suddenly, television, together, tournament, Tunisia, undefeated

### RF-3.3.d

Students should read grade-appropriate irregularly spelled words. Examples from the text include:

- aisles, bicycle, Ghana, trophy

## **Fluency**

### RF-3.4.a

Students should use this story to read grade-level text with purpose and understanding.

### RF-3.4.b

Students should use this story to read grade-level text orally with accuracy, appropriate rate and expression on successive readings. This can be accomplished by having the students read the text to kindergarten or first grade students.

### RF.3.4.c

Students should use the *A Little Bit of History* section following the story to use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## C. Reading Standards for Information Text (RI)

(Students should refer to the **Apartheid Timeline and A Little Bit of History**, which appear after the story)

### **Key Ideas and Details**

#### **RI-3.1.**

Students should ask and answer questions to demonstrate understanding of the text, referring explicitly to the text as a basis for the answers. Examples of these questions are:

- Who did South Africa defeat to win the African Cup of Nations? When? What did the championship help to accomplish?
- Throughout most of the 20<sup>th</sup> Century, how were blacks treated in South Africa?
- Who took power in South Africa in 1948?
- What is apartheid?
- What happened to those individuals and groups who tried to resist apartheid?
- Who was the leader of the African National Congress? What happened to him?
- What did the rest of the world think about what was taking place in South Africa? How did the rest of the world respond? How did this impact the government of South Africa?
- When did apartheid crumble? Who announced the end of the policy?
- How many years did Nelson Mandela spend in prison?
- What did Nelson Mandela believe about sports?
- What was formed in South Africa in 1992? What was different about this team?
- What is the name of the South African national soccer club?
- What happened on July 7, 1992? Who did South Africa play? What was the outcome of the match? What happened as a result of the match?
- Who hosted the 1996 African Cup of Nations? What happened as a result of the tournament?

#### **RI-3.3**

Students should describe the relationship between a series of historical events, using language that pertains to time, sequence and cause/effect. This can be achieved by having the students provide answers to the following:

- How did the global community react to the oppressive and racist policy of apartheid?
- How did South Africa's victory in the African Cup of Nations help to unite the country?

## **Craft and Structure**

### **RI-3.4**

Students should determine the meaning of general academic and domain-specific words and phrases from the text including:

- apartheid, banned, boycotted, centuries, crippling, denied, economy, global, harshly, human rights, improbable, international, multiracial, official, pivotal, racist, rallied, represent, resist, rift, severely, upset, wounded

## **D. Writing Standards (W)**

### **Text Types and Purposes**

#### **W-3.1.a**

Using the text as a springboard, students should write an opinion piece on topics or texts, introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

#### **W-3.1.b**

Using the text as a springboard, students should write an opinion piece on topics or texts, providing reasons that support the opinion.

#### **W-3.1.c**

Using the text as a springboard, students should write an opinion piece on topics or texts that uses linking words (e.g., *therefore*, *because*, *also*, *since*, *for example*) to connect opinions and reasons.

#### **W-3.1.d**

Using the text as a springboard, students should write an opinion piece on topics or texts that includes a concluding section or statement.

#### **W-3.2.a**

Using the text as a springboard, students should write informative/explanatory texts to examine a topic or convey ideas and information clearly. Students should introduce the topic

and group related information together. Illustrations should be included when useful to aiding comprehension.

### **W-3.2.b**

Using the text as a springboard, students should write informative/explanatory texts to examine a topic or convey ideas and information clearly, developing the topic with facts, definitions and details.

### **W-3.2.c**

Using the text as a springboard, students should write informative/explanatory texts to examine a topic or convey ideas and information clearly. Students should use linking words and phrases (e.g., *also, another, and, but, or*) to connect ideas within categories of information.

### **W-3.2.d**

Using the text as a springboard, students should write informative/explanatory texts to examine a topic or convey ideas and information clearly. Students should provide a concluding section or statement.

### **W-3.3.a**

Using the text as a springboard, students should write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences. Students should establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

### **W-3.3.b**

Using the text as a springboard, students should write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences. Students should use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events, or show the response of characters to situations.

### W-3.3.c

Using the text as a springboard, students should write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Students should use temporal words and phrases to signal event order.

### W-3.3.d

Using the text as a springboard, students should write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. The narratives should provide a sense of closure.

## **Production and Distribution of Writing**

### W-3.4

With guidance and support from adults, and using the text as a springboard, students should produce writing in which the developmental and organization are appropriate to task and purpose. The grade-specific expectations for this writing are defined in **W-3.1(a-d)**, **W-3.2(a-d)**, and **W-3.3(a-d)**.

### W-3.5

With guidance and support from peers and adults, and using the text as a springboard, students should develop and strengthen writing as needed by planning, revising and editing. Editing for conventions should demonstrate command of the following Language (L) Standards: **L-3.1(a-i)**, **L-3.2(a-g)**, and **L-3.3(a-b)**.

### W-3.6

With guidance and support from adults, and using the text as a springboard, students should use technology to produce and publish writing (using keyboarding skills) as well to interact and collaborate with others.

## Research to Build and Present Knowledge

### W-3.7

Students should conduct research projects that build knowledge about a topic. For example, students wishing to learn more about apartheid should explore the internet sites listed in the **Sources** section at the back of the book.

### W-3.8

Students should recall information from experiences or gather information from print and digital sources, take brief notes on sources and sort evidence into provided categories. For example, using the sources listed in the book, students should gather information about anti-apartheid leaders such as Nelson Mandela. Students should sort this information by individuals, dates, accomplishments, etc.

## Range of Writing

### W.3.10

Using the text as a springboard, students should write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

## E. Language Standards (L)

### Conventions of Standard English

#### L-3.1.a

Students should use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs. A sample sentence from the text:

- For the first time ever, people of all races could vote in South Africa. We stood for hours and hours in the **snaking** line at the **polling** station. When Papa finally cast his ballot, he hugged me **tighter** than he ever had.

### L-3.1.b

Students should form and use regular and irregular plural nouns. Examples from the text include:

- carton/cartons
- fence/fences
- news/news
- stadium/stadiums
- trophy/trophies

### L-3.1.c

Students should use abstract nouns.

- What abstract nouns can students use to describe Hector?
- What abstract nouns can students use to describe Papa?
- What abstract nouns can students use to describe Nelson Mandela?

### L-3.1.d

Students should form and use regular and irregular verbs.

- **Regular Verbs:** dance/danced/dancing; kick/kicked/kicked; raise/raised/raising; soar/soared/soaring; sprint, sprinted, sprinting
- **Irregular Verbs:** blow/blew/blowing; go/went/going; ride/rode/riding; spent/spent/spending; stand/stood/standing

### L-3.1.e

Students should form and use the simple verb tenses (e.g., *I wave, I waved, I will wave*).

### L-3.1.f

Ensure subject-verb and pronoun-antecedent agreement. An example from the text for students to examine:

- For the first time ever, people of all races could vote in South Africa. **We stood** for hours and hours in the snaking line at the polling station. When Papa finally cast his ballot, **he hugged** me tighter than he ever had.

### L.3.1.g

Students should form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. A sample sentence from the text containing a comparative adverb:

- For the first time ever, people of all races could vote in South Africa. We stood for hours and hours in the snaking line at the polling station. When Papa finally cast his ballot, **he hugged me tighter** than he ever had.

### L.3.1.h

Students should use coordinating and subordinating conjunctions. Sample sentences from the text with coordinating conjunctions:

- Our President Mandela loved sports, **and** when South Africa was chosen to host the 1996 African Cup of Nations, he helped rally the whole country around our team.
- Algeria fought back and tied the match, **but** with just five minutes remaining, Shoes Moshoeu rocketed a shot...

### L-3.1.i

Using the text as a springboard, students should produce simple, compound and complex sentences.

### L-3.2.a

Students should capitalize appropriate words in titles: *The Soccer Fence*.

### L-3.2.c

Students should use commas and quotation marks in dialogue.

Examples from the text:

- “You can’t say we don’t have a chance,” my sister said. “Things are different now.”
- “My name is Chris,” the blond boy said, trotting to the fence when he saw me. “Do you want to play?”

### L-3.2.d

Students should form and use possessives. Examples from the text include:

- Bafana Bafana’s amazing attacker
- my sister’s fingertips
- Tunisia’s side

### L-3.2.e

Students should use conventional spelling for high-frequency and other studied words and for adding suffixes to base words. Examples from the text include:

- defender, frenzied, grassy, irreversible, kicked, leaning, raking, rocky, scoreless, separated, tighter, trimming, whispered

### L-3.2.f

Using the text as a springboard, students should use spelling patterns and generalizations (word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

### L-3.2.g

Students should consult reference materials, including beginning dictionaries, as needed to check and correct spellings. Some words from the text to consider include

- apartheid, ballot, blond, cast, cupboard, frenzied, glued, irreversible, Johannesburg, justice, liberty, out-of-bounds, polling, raking, scraped, semifinals, trophy.

## Vocabulary Acquisition and Use

### L-3.4.a

Students should use sentence-level context as a clue to the meaning of a word or phrase. Sample sentences from the text include:

- “We are going forward,” Nelson Mandela declared. “The march towards freedom and justice is **irreversible**.”
- Then he turned away and **rejoined** his game.

- For the first time ever, people of all races could vote in South Africa. We stood for hours and hours in the snaking line at the **polling** station. When Papa finally **cast** his **ballot**, he hugged me tighter than he ever had.

#### L-3.4.b

Students should determine the meaning of a new word formed when a known affix is added to a known word (e.g., *reversible/irreversible, defeated/undefeated*)

#### L-3.4.c

Students should use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *reverse, irreversible, reversal*).

#### L-3.4.d

Students should use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of words and phrases. Some of the more challenging words from the text include:

- apartheid, ballot, blond, cast, cupboard, frenzied, glued, irreversible, Johannesburg, justice, liberty, out-of-bounds, polling, raking, scraped, semifinals, trophy

#### L-3.5.a

Students should distinguish between the literal and non-literal meanings of words and phrases in context (e.g., *the green carpet*):

- But not a single boy ever looked my way as they raced up and back along the green carpet.

#### L-3.5.b

Students should identify real-life connections between words and their use:

- Papa votes for the first time. He casts his ballot at a polling station. How does voting take place in the United States? Do we use the same words and terms?
- At the championship game, the fans cheer and sing. How do loud and rowdy fans behave at sporting events in the United States?

# FOURTH GRADE

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## A. ELA Reading Standards for Literature (RL)

### Key Ideas and Details

#### RL-4.1

Students should refer to details and examples when answering the following questions about what the text says explicitly and when drawing inferences from the text:

- Who is the narrator? How do you know?
- What is he doing during the opening scene? With whom is he playing? How do you know?
- Where does the family live? What can you infer about where they live?
- Who rides the bus a couple times each month? What type of bus do they ride? Where do they go?
- While Mama works, what does the sister do? What does the narrator do?
- How do the boys playing soccer treat the narrator? How does the narrator react?
- Why does Papa raise his hands to the heavens?
- Where does the family go upon hearing the news about Nelson Mandela?
- What does Mandela say during his speech at FNB Stadium?
- What happens the next time the narrator watches the other boys play soccer?
- What important event in South African history takes place a couple years later? What exclamation does Papa repeat? Why?
- What does Papa do after he votes? Who wins the election?
- What does President Mandela love? What does he help form?
- What is the name of the South African national soccer team? What does the name mean?
- When he's playing soccer, who does the narrator like to pretend to be? Who does the other boy like to pretend to be?
- In the African Cup of Nations, how does Bafana Bafana do in the opening round match? How does Bafana Bafana do in the second round match?
- Where does the family watch these matches?
- What is the weather like during the second round matches against Algeria?
- Mama and Papa do not believe Bafana Bafana has much of a chance against Ghana in the next round? Why not?
- The narrator and his sister do believe Bafana Bafana has a chance? Why?
- Who wins the match between Bafana Bafana and Ghana?
- Who must Bafana Bafana play in the finals of the African Cup of Nations?
- How does Papa pay for the tickets to the match?

- Where is the final match of the African Cup of Nations held? What other important event took place there?
- Where does the family sit at the match?
- Who does the narrator spot at the match? What does this other person do when he sees the narrator?
- Who scores the first goal of the match? Who scores the second?
- Who wins the African Cup of Nations?
- How do the Bafana Bafana players celebrate winning the African Cup of Nations? How do the boys celebrate?
- The next time the narrator sees the other boys playing soccer, what happens?
- What are the names of the two boys?
- When the two boys finally play soccer together, why are they teammates?

#### RL-4.2

An important theme in *The Soccer Fence* is the ability of sports to bring people together. Using details from the text, students should provide examples:

- How does newly elected President Mandela try to unite the country?
- The boys (Hector and Chris) both imitate their favorite players. How does this show the power of sports?
- Even though they really can't afford it, what does Papa say prior to Bafana Bafana's match-up against Ghana? How does this further the theme?
- At the championship game, what are some examples of the unifying power of sports?
- How does the last scene in the book serve the theme?

#### RL-4.3

Students should describe in depth characters, settings and events in the story, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

- **Characters:** The narrator; the narrator's sister; the boys across town.
- **Settings:** The Johannesburg township; the three soccer fields (where the narrator plays, where the other boys play, FNB Stadium).
- **Events:** The opening scene where the narrator and his sister are playing soccer; the scenes where the narrator is watching the boys play soccer on the other side of the fence; the scene where the family is watching the match against Algeria; the scenes at FNB Stadium during the championship game.

## **Craft and Structure**

### **RL-4.4**

Students should determine the meanings of words and phrases used in the text:

- apartheid, frenzied, green carpet, irreversible, Johannesburg, liberty, paraded, pitch, polling station, Shosholoza, township

### **RL-4.6**

Different stories are told from different points of view. Some are narrated in the first person; some are narrated in the third person. *The Soccer Fence* is told in the first person from Hector's point of view. Consider using the following activities/prompts during a discussion of this concept:

- Have the students re-tell the story in the first person from the other boy's point of view. How does this change the story? Which do the students prefer? Why?
- Have the students re-tell the story from the sister's point of view. How does this change the story? Which do the students prefer? Why?
- Have the students tell the story in the third person. How does this change the story? Which do the students prefer? Why?

## **B. ELA Reading Standards, Foundational Skills (RF)**

### **Phonics and Word Recognition**

#### **RF-4.3.a**

Students should use combined knowledge of all letter-sound correspondences, syllabication patterns morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. Examples from the text may include:

- Africa/African, Algeria, apartheid, Bafana, Cameroon, celebrated, championship, irreversible, Johannesburg, Mandela, paraded, president, semifinals, Shosholoza, stadium, television, tournament, Tunisia, undefeated

## **Fluency**

### **RF-4.4.a**

Students should use the **A Little Bit of History** and the **Apartheid Timeline** sections to read grade level text with purpose and understanding.

### **RF-4.4.b**

Students should use the **A Little Bit of History** section to read grade level text orally with accuracy, appropriate rate and expression on successive readings. This can be accomplished by having the students read the text to kindergarten or first grade students.

### **RF-4.4.c**

Students should use the **A Little Bit of History** and the **Apartheid Timeline** sections to use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## **C. Reading Standards for Information Text (RI)**

*(Students should refer to the **Apartheid Timeline** and **A Little Bit of History**, which appear after the story)*

### **Key Ideas and Details**

#### **RI-4.1.**

Students should refer to details and examples in the text when explaining what the text says explicitly and when drawing inferences from the text. This can be achieved by having the students answer some of the following:

- Who did South Africa defeat to win the African Cup of Nations? When? What did the championship help to accomplish?
- Throughout most of the 20<sup>th</sup> Century, how were blacks treated in South Africa?
- Who took power in South Africa in 1948?
- What is apartheid?
- What happened to those individuals and groups who tried to resist apartheid?
- Who was the leader of the African National Congress? What happened to him?
- What did the rest of the world think about what was taking place in South Africa? How did the rest of the world respond? How did this impact the government of South Africa?

- When did apartheid crumble? Who announced the end of the policy?
- How many years did Nelson Mandela spend in prison?
- What did Nelson Mandela believe about sports?
- What was formed in South Africa in 1992? What was different about this team?
- What is the name of the South African national soccer club?
- What happened on July 7, 1992? Who did South Africa play? What was the outcome of the match? What happened as a result of the match?
- Who hosted the 1996 African Cup of Nations? What happened as a result of the tournament?

#### RI-4.2

Students should determine two or more main ideas of the **A Little Bit of History** section (an introduction to apartheid in South Africa; how the national soccer club helped heal some of the wounds caused by apartheid). Students should explain how these main ideas are supported by key details and summarize the text.

#### RI-4.3

Students should explain the historical events, including what happened and why, based on specific information in the text. This can be achieved by having the students provide answers to the following:

- How did the global community react to the oppressive and racist policy of apartheid?
- How did South Africa’s victory in the African Cup of Nations help to unite the country?

### Craft and Structure

#### RI-4.4

Students should determine the meaning of general academic and domain-specific words and phrases from **A Little Bit of History** and the **Apartheid Timeline**.

- **A Little Bit of History:** apartheid, banned, boycotted, centuries, crippling, denied, economy, global, harshly, human rights, improbable, international, multiracial, official, pivotal, racist, rallied, represent, resist, rift, severely, upset, wounded
- **Apartheid Timeline:** barren, Boer, campaign, charter, civil rights, classifies, colonies, comprised, condemns, crimes against humanity, custody, enacted, expel, facilities, foundation, galvanizing, geographic, hearings, imprisonment, jointly, legislation, massacre, military, mobilizes, multiracial, parliament, perpetrators, population,

prohibits, promote, protesting, provinces, racial segregation, reconciliation, region, relocation, repeals, republics, retires, requires, reserves, resigns, revive, sabotage, Sharpeville Massacre, Soweto Uprising, stroke, transitional, treason, uprooted, victims

## **Integration of Knowledge and Ideas**

### **RI-4.7**

Students should interpret information presented visually, orally or quantitatively (e.g., timelines) and explain how the information contributes to an understanding of the text in which it appears. Students should use the **Apartheid Timeline** to accomplish this.

### **RI-4.8**

Students should explain how the author uses reasons and evidence to support particular points. This can be achieved in conjunction with **RI-4.2**.

## **D. Writing Standards (W)**

### **Text Types and Purposes**

#### **W-4.1.a**

Using the text as a springboard, students should write an opinion piece on topics or texts, supporting a point of view with reasons and information. Students should introduce the topic or text clearly, state an opinion and create an organizational structure in which related ideas are grouped to support the writer's purpose.

#### **W-4.1.b**

Using the text as a springboard, students should write an opinion piece on topics or texts, supporting a point of view with reasons and information. Students should provide reasons that are supported by facts and details.

#### W-4.1.c

Using the text as a springboard, students should write an opinion piece on topics or texts, supporting a point of view with reasons and information. Students should link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).

#### W-4.1.d

Using the text as a springboard, students should write an opinion piece on topics or texts, supporting a point of view with reasons and information. Students should provide a concluding statement or section related to the opinion presented.

#### W-4.2.a

Using the text as a springboard, students should write informative/explanatory texts to examine a topic and convey ideas and information clearly. Students should introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations and multimedia when useful to aiding comprehension.

#### W-4.2.b

Using the text as a springboard, students should write informative/explanatory texts to examine a topic and convey ideas and information clearly. Students should develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.

#### W-4.2.c

Using the text as a springboard, students should write informative/explanatory texts to examine a topic and convey ideas and information clearly. Students should link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).

#### W-4.2.d

Using the text as a springboard, students should write informative/explanatory texts to examine a topic and convey ideas and information clearly. Students should use precise language and domain-specific vocabulary to inform about or explain the topic.

#### **W-4.2.e**

Using the text as a springboard, students should write informative/explanatory texts to examine a topic and convey ideas and information clearly. Students should provide a concluding statement or section related to the information or explanation presented.

#### **W-4.3.a**

Using the text as a springboard, students should write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Students should orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

#### **W-4.3.b**

Using the text as a springboard, students should write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Students should use dialogue and description to develop experiences and events or show the responses of characters to situations.

#### **W-4.3.c**

Using the text as a springboard, students should write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Students should use a variety of transitional words and phrases to manage the sequence of events.

#### **W-4.3.d**

Using the text as a springboard, students should write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Students should use concrete words and phrases and sensory details to convey experiences and events precisely.

#### **W-4.3.e**

Using the text as a springboard, students should write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Students should provide a conclusion that follows from the narrated experiences or events.

## **Production and Distribution of Writing**

### **W-4.4**

Using the text as a springboard, students should produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. The grade-specific expectations for this writing are defined in **W-4.1(a-d)**, **W-4.2(a-e)** and **W-4.3(a-3)**.

### **W-4.5**

With guidance and support from peers and adults, and using the text as a springboard, students should develop and strengthen writing as needed by planning, revising and editing (Editing for conventions should demonstrate command of the following Language (L) Standards: **L-4.1(a-g)**, **L-4.2(a-d)** and **L-4.3(a-c)**).

### **W-4.6**

With some guidance and support from adults, and using the text as a springboard, students should use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others. Students should demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

## **Research to Build and Present Knowledge**

### **W-4.7**

Students should conduct research projects that build knowledge about a topic. For example, students wishing to learn more about apartheid should explore the internet sites listed in the **Sources**.

### **W-4.8**

Using the text as a springboard, students should recall relevant information from experiences or gather relevant information from print and digital sources, take notes and categorize information and provide a list of sources.

### **W-4.9.a**

Using the text as a springboard, students should draw evidence from literature to support analysis, reflection and research, applying the following Reading Standards for Literature: **RL-**

**4.1** through **RL-4.6**. For example, students should describe in depth either the character of Hector or the township setting, drawing on specific details from the text.

#### **W-4.9.b**

Using the text as a springboard, students should draw evidence from informational text to support analysis, reflection and research, applying the following Reading Standards for Informational Texts: **RI-4.1** through **RI 4.6**, **RI-4.8**, **RI-4.9**. For example, students should how explain how Nelson Mandela’s love and appreciation for sports helped to unite South Africa following the fall of apartheid.

### **Range of Writing**

#### **W-4.10**

Using the text as a springboard, students should write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

## **E. Language Standards (L)**

### **Conventions of Standard English**

#### **L-4.1.a**

Students should use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*). Examples from the text:

- When Papa finally purchased **our** tickets at the newsstand, I hugged **him tighter** than I ever had.
- When Papa finally cast **his** ballot, **he** hugged me **tighter** than **he** ever had.

#### **L-4.1.b**

Using the text as a springboard, students should form and use progressive verb tenses (e.g., *I was kicking, I am kicking, I will be kicking*).

#### L-4.1.c

Students should use modal auxiliaries (e.g., *can*, *may*, *must*) to convey various conditions. An example from the text:

- “We **can** dream now. If Bafana Bafana wins, we **must** go to the finals.”

#### L-4.1.e

Students should form and use prepositional phrases. Examples from the text:

- Along the wire fence
- Around the tiny television
- At the polling station
- Behind the cupboard
- Between the posts
- Inside the leaning stack of empty cartons
- On a field just like that
- Onto the field
- Over the fence
- Through the soccer fence
- To a different part of Johannesburg
- Toward the goal

#### L-4.2.a

Using the text as a springboard, students should use correct capitalization. Examples from the text:

- Later that evening, the news reached our township: Nelson Mandela was now President Mandela, President of all South Africa.
- Our President Mandela loved sports, and when South Africa was chosen to host the 1996 African Cup of Nations, he helped rally the whole country around our team.

#### L-4.2.b

Students should use commas and quotation marks to mark direct speech and quotations from a text:

- “We can dream now. If Bafana Bafana wins, we must go to the finals.” (*dialogue*)

- Our President Mandela loved sports, and when South Africa was chosen to host the 1996 African Cup of Nations, he helped rally the whole country around our team. (*quotation from the text*)

#### L-4.2.c

Students should use a comma before a coordinating conjunction in a sentence. Examples from the text:

- Our President Mandela loved sports, **and** when South Africa was chosen to host the 1996 African Cup of Nations, he helped rally the whole country around our team.
- Algeria fought back and tied the match, **but** with just five minutes remaining, Shoes Moshoeu rocketed a shot...

#### L-4.2.d

Students should spell grade-appropriate words correctly, consulting references as needed. Some of those words from the text include:

- apartheid, ballot, blond, cast, cupboard, frenzied, glued, irreversible, Johannesburg, justice, liberty, out-of-bounds, polling, raking, scraped, semifinals, trophy

### Vocabulary Acquisition and Use

#### L-4.4.b

Use common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *television, telegraph, teleprompter*).

#### L-4.4.c

When reading the **A Little Bit of History**, students should consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and to determine or clarify the precise meaning of key words and phrases. Examples include:

- apartheid, banned, boycotted, centuries, crippling, denied, economy, global, harshly, human rights, improbable, international, multiracial, official, pivotal, racist, rallied, represent, resist, rift, severely, upset, wounded

#### L-4.5.c

Students should demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). Some words from the text that should be used for this include:

- booted, empty, hero, paraded, sprinted, undefeated

# FIFTH GRADE

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## A. ELA Reading Standards for Literature, Grades K-5 (RL)

### Key Ideas and Details

#### RL-5.1

When discussing what the text explicitly states and when drawing inferences, students should quote accurately from the story when answering the following:

- Who is the narrator? How do you know?
- What is he doing during the opening scene? With whom is he playing? How do you know?
- Where does the family live? What can you infer about where they live?
- Who rides the bus a couple times each month? What type of bus do they ride? Where do they go?
- While Mama works, what does the sister do? What does the narrator do?
- How do the boys playing soccer treat the narrator? How does the narrator react?
- Why does Papa raise his hands to the heavens?
- Where does the family go upon hearing the news about Nelson Mandela?
- What does Mandela say during his speech at FNB Stadium?
- What happens the next time the boy watches the other boys play soccer?
- What important event in South African history takes place a couple years later? What exclamation does Papa repeat? Why?
- What does Papa do after he votes? Who wins the election?
- What does President Mandela love? What does he help form?
- What is the name of the South African national soccer team? What does the name mean?
- When he's playing soccer, who does the narrator like to pretend to be? Who does the other boy like to pretend to be?
- In the African Cup of Nations, how does Bafana Bafana do in the opening round match? How does Bafana Bafana do in the second round match?
- Where does the family watch these matches?
- What is the weather like during the second round matches against Algeria?
- Mama and Papa do not believe Bafana Bafana has much of a chance against Ghana in the next round? Why not?
- The narrator and his sister do believe Bafana Bafana has a chance? Why?

- Who wins the match between Bafana Bafana and Ghana?
- Who must Bafana Bafana play in the finals of the African Cup of Nations?
- How does Papa pay for the tickets to the match?
- Where is the final match of the African Cup of Nations held? What other important event took place there?
- Where does the family sit at the match?
- Who does the narrator spot at the match? What does this other person do when he sees the narrator?
- Who scores the first goal of the match? Who scores the second?
- Who wins the African Cup of Nations?
- How do the Bafana Bafana players celebrate winning the African Cup of Nations? How do the boys celebrate?
- The next time the narrator sees the other boys playing soccer, what happens?
- What are the names of the two boys?
- When the two boys finally play soccer together, why are they teammates?

### RL-5.2

An important theme in *The Soccer Fence* is the ability of sports to bring people together. Using details from the text, students should provide examples:

- How does newly elected President Mandela try to unite the country?
- The boys (the narrator and the other boy) both imitate their favorite players. How does this help to show the universality of sports?
- At the championship match, what are some examples of the unifying power of sports?
- How does the final scene in the book fit this theme?

### RL-5.3

Students should compare and contrast the following characters, settings and events, drawing on specific details in the text:

- **Characters:** The narrator and the other boy.
- **Settings:** The three different soccer fields—where the narrator plays, where the other boys play, FNB Stadium.
- **Events:** The scene where the narrator and the other boy are imitating their favorite players.

## Craft and Structure

### RL-5.4

Students should determine the meanings of words and phrases used in the text (including figurative language):

- **Vocabulary:** Apartheid, frenzied, irreversible, Johannesburg, paraded, pitch, polling station, Shosholoza, township
- **Figurative Language:** Green carpet, find the net

### RL-5.5

Using the text, students should explain how a series of scenes fit together to provide the overall structure of the story.

- ***The story opens*** with the narrator and his sister playing soccer in their township, a section of Johannesburg that is very different from the part of Johannesburg where their mother works. Twice each month, the narrator and his sister travel with their mother to work. While there, the narrator watches the boys playing soccer on the other side of the fence. He dreams of the day when he will be able to join them.
- ***The next section*** focuses on what's taking place in South Africa during this period. Apartheid is finally crumbling, and at long last, Nelson Mandela is freed from prison. However, the march towards freedom and equality is a slow one. The narrator is still not able to play soccer with the boys on the other side of the fence.
- ***The next section*** focuses on Bafana Bafana, the new national soccer club playing in the African Cup of Nations. The team goes on an improbable and historic run. They make it all the way to the championship match. In the process, they help unite the country.
- ***The climax*** of the story is the championship match. The narrator and the other boy attend the game. They see one another there. They both celebrate their country's victory.
- ***The story ends*** with the narrator and the other boy coming together. Hector and Chris finally speak, and Chris asks Hector if he would like to play soccer. Hector steps through the soccer fence.

### RL-5.6

Different stories are told from different points of view. Some are narrated in the first person; some are narrated in the third person. *The Soccer Fence* is told in the first person from Hector's point of view. Consider using the following activities/prompts during a discussion of this concept:

- Have the students re-tell the story in the first person from the other boy's point of view. How does this change the story? Which do the students prefer? Why?
- Have the students re-tell the story from the sister's point of view. How does this change the story? Which do the students prefer? Why?
- Have the students tell the story in the third person. How does this change the story? Which do the students prefer? Why?

### **Integration of Knowledge and Ideas**

### RL-5.9

Students should compare and contrast stories in the same genre on their approaches to similar themes and topics. Students should select one or more of the following texts (NF denotes a non-fiction selection):

- *The Other Side* by Jacqueline Woodson
- *Goal!* by Mina Javaherbin
- *Nelson Mandela* by Kadir Nelson (NF)
- *No Turning Back: A Novel of South Africa* by Beverley Naidoo
- *Journey to Jo'burg* by Beverley Naidoo
- *Invictus: Nelson Mandela and the Game That Made a Nation* by John Carlin (NF)
- *Cry, The Beloved Country* by Alan Paton
- *Kaffir Boy: An Autobiography—The True Story of a Black Youth's Coming of Age in Apartheid South Africa* by Mark Mathabane (NF)
- *Long Walk to Freedom: The Autobiography of Nelson Mandela* by Nelson Mandela (NF)
- *A History of South Africa* by Leonard Thompson (NF)

## B. ELA Reading Standards, Foundational Skills (RF)

### Phonics and Word Recognition

#### RF-5.3.a

Students should use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. Examples from the text may include:

- Africa/African, Algeria, apartheid, Bafana, Cameroon, celebrated, championship, irreversible, Johannesburg, Mandela, paraded, president, semifinals, Shosholoza, stadium, television, tournament, Tunisia, undefeated

### Fluency

#### RF-5.4.a

Students should use the **A Little Bit of History** and the **Apartheid Timeline** to read grade level text with purpose and understanding.

#### RF-5.4.b

Students should use this story to read grade level text orally with accuracy, appropriate rate and expression on successive readings. This can be accomplished by having the students read the text to kindergarten or first grade students.

#### RF-5.4.c

Students should use the **A Little Bit of History** and the **Apartheid Timeline** sections to use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## C. Reading Standards for Information Text (RI)

*(Students should refer to the **Apartheid Timeline** and **A Little Bit of History**, which appear after the story)*

## Key Ideas and Details

### RI-5.1

Students should quote accurately from the text when explaining what the text says explicitly and when drawing inferences from the text. This can be achieved by having students answer the following:

- Who did South Africa defeat to win the African Cup of Nations? When? What did the championship help to accomplish?
- Throughout most of the 20<sup>th</sup> Century, how were blacks treated in South Africa?
- Who took power in South Africa in 1948?
- What is apartheid?
- What happened to those individuals and groups who tried to resist apartheid?
- Who was the leader of the African National Congress? What happened to him?
- What did the rest of the world think about what was taking place in South Africa? How did the rest of the world respond? How did this impact the government of South Africa?
- When did apartheid crumble? Who announced the end of the policy?
- How many years did Nelson Mandela spend in prison?
- What did Nelson Mandela believe about sports?
- What was formed in South Africa in 1992? What was different about this team?
- What is the name of the South African national soccer club?
- What happened on July 7, 1992? Who did South Africa play? What was the outcome of the match? What happened as a result of the match?
- Who hosted the 1996 African Cup of Nations? What happened as a result of the tournament?

### RI-5.2

Students should determine two or more main ideas of the **A Little Bit of History** section (an introduction to apartheid in South Africa; how the national soccer club helped heal some of the wounds caused by apartheid). Students should explain how these main ideas are supported by key details and summarize the text.

### RI-5.3

Students should explain the relationships or interactions between two or more individuals, events, ideas or concepts based on specific information in the text. This can be achieved by having the students provide answers to the following:

- How did the global community react to the oppressive and racist policy of apartheid?
- How did South Africa's victory in the African Cup of Nations help to unite the country?

## **Craft and Structure**

### **RI-5.4**

Students should determine the meaning of general academic and domain-specific words and phrases from **A Little Bit of History** and the **Apartheid Timeline**.

- **A Little Bit of History:** centuries, denied, human rights, apartheid, official, resist, harshly, banned, global, racist, boycotted, international, crippling, economy, severely, wounded, rift, pivotal, multiracial, represent, upset, rallied, improbable
- **Apartheid Timeline:** barren, Boer, campaign, charter, civil rights, classifies, colonies, comprised, condemns, crimes against humanity, custody, enacted, expel, facilities, foundation, galvanizing, geographic, hearings, imprisonment, jointly, legislation, massacre, military, mobilizes, multiracial, parliament, perpetrators, population, prohibits, promote, protesting, provinces, racial segregation, reconciliation, region, relocation, repeals, republics, retires, requires, reserves, resigns, revive, sabotage, Sharpeville Massacre, Soweto Uprising, stroke, transitional, treason, uprooted, victims

## **Integration of Knowledge and Ideas**

### **RI-5.7**

Students should draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. This can be achieved by having students locate some of the materials from the BBC Archive listed in the

**Sources:** [www.bbc.co.uk/archive/apartheid](http://www.bbc.co.uk/archive/apartheid)

### **RI-5.8**

Students should explain how the author uses reasons and evidence to support particular points, identifying which reasons and evidence support which point(s). This can be achieved in conjunction with **RI-5.2**.

## D. Writing Standards (W)

### Text Types and Purposes

#### W-5.1.a

Using the text as a springboard, students should write an opinion piece on topics or texts, supporting a point of view with reasons and information. Students should introduce the topic or text clearly, state an opinion and create an organizational structure in which related ideas are logically grouped to support the writer’s purpose.

#### W-5.1.b

Using the text as a springboard, students should write an opinion piece on topics or texts, supporting a point of view with reasons and information. Students should provide logically ordered reasons that are supported by facts and details.

#### W-5.1.c

Using the text as a springboard, students should write an opinion piece on topics or texts, supporting a point of view with reasons and information. Students should link opinion and reasons using words, phrases and clauses (e.g., *for instance, consequently, in addition, specifically*).

#### W-5.1.d

Using the text as a springboard, students should write an opinion piece on topics or texts, supporting a point of view with reasons and information. Students should provide a concluding statement or section related to the opinion presented.

#### W-5.2.a

Using the text as a springboard, students should write informative/explanatory texts to examine a topic and convey ideas and information clearly. Students should introduce a topic clearly, provide a general observation and focus, group related information logically; include formatting (e.g., headings), illustrations and multimedia when useful to aiding comprehension.

### W-5.2.b

Using the text as a springboard, students should write informative/explanatory texts to examine a topic and convey ideas and information clearly. Students should develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.

### W-5.2.c

Using the text as a springboard, students should write informative/explanatory texts to examine a topic and convey ideas and information clearly. Students should link ideas within and across categories of information using words, phrases and clauses (e.g., *in contrast*, *especially*).

### W-5.2.d

Using the text as a springboard, students should write informative/explanatory texts to examine a topic and convey ideas and information clearly. Students should use precise language and domain-specific vocabulary to inform about or explain the topic.

### W-5.2.e

Using the text as a springboard, students should write informative/explanatory texts to examine a topic and convey ideas and information clearly. Students should provide a concluding statement or section related to the information or explanation presented.

### W-5.3.a

Using the text as a springboard, students should write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Students should orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

### W-5.3.b

Using the text as a springboard, students should write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Students should use narrative techniques such as dialogue, description and pacing to develop experiences and events or show the responses of characters to situations.

### **W-5.3.c**

Using the text as a springboard, students should write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Students should use a variety of transitional words, phrases and clauses to manage the sequence of events.

### **W-5.3.d**

Using the text as a springboard, students should write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Students should use concrete words and phrases and sensory details to convey experiences and events precisely.

### **W-5.3.e**

Using the text as a springboard, students should write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Students should provide a conclusion that follows from the narrated experiences or events.

## **Production and Distribution of Writing**

### **W-5.4**

Students should produce clear and coherent writing in which the developmental and organization are appropriate to task, purpose and audience. The grade-specific expectations for this writing are defined in **W-5.1(a-d)**, **W-5.2(a-e)** and **W-5.3(a-e)**.

### **W-5.5**

With guidance and support from peers and adults, and using the text as a springboard, students should develop and strengthen writing as needed by planning, revising and editing, rewriting or trying a new approach (Editing for conventions should demonstrate command of the following Language (L) Standards: **L-5.1(a-e)**, **L-5.2(a-e)** and **L-5.3(a-b)**).

### **W-5.6**

With some guidance and support from adults, and using the text as a springboard, students should use technology, including the internet, to produce and publish writing as well as to

interact and collaborate with others. Students should demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

## **Research to Build and Present Knowledge**

### **W-5.7**

Using the text as a springboard, students should conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. For example, students wishing to learn more about apartheid should begin their work by using the internet sites listed in the **Sources**.

### **W-5.8**

Using the text as a springboard, students should recall relevant information from experiences or gather relevant information from print and digital sources, summarize or paraphrase information in notes and finished work and provide a list of sources.

### **W-5.9.a**

Using the text as a springboard, students should draw evidence from literature or to support analysis, reflection and research, applying the following Reading Standards for Literature: **RL-5.1** through **RL-5.6**, **RL-5.9**. For example, students should compare and contrast Hector and Chris, drawing on specific details from the text (e.g., how the characters interact).

### **W-5.9.b**

Using the text as a springboard, students should draw evidence from informational text to support analysis, reflection and research, applying the following Reading Standards for Informational Texts: **RI-5.1** through **RI-5.3**, **RI-5.5** through **RI-5.9**. For example, students should explain how in **A Little Bit of History** the author uses reasons and examples to support the notion that Nelson Mandela's love and appreciation for sports helped unite South Africa following the fall of apartheid. Students should identify which reasons and evidence support which point(s).

## E. Language Standards (L)

### Conventions of Standard English

#### L-5.1.a

Students should explain the function of conjunctions, prepositions and interjections in general and their function in particular sentences. Examples from the text:

#### Conjunctions:

- Our President Mandela loved sports, **and** when South Africa was chosen to host the 1996 African Cup of Nations, he helped rally the whole country around our team.
- Algeria fought back and tied the match, **but** with just five minutes remaining, Shoes Moshoeu rocketed a shot...

#### Prepositions:

- Along the wire fence
- Around the tiny television
- At the polling station
- Behind the cupboard
- Between the posts
- Inside the leaning stack of empty cartons
- On a field just like that
- Onto the field
- Over the fence
- Through the soccer fence
- To a different part of Johannesburg
- Toward the goal

#### L-5.1.b

Using the text as a springboard, students should form and use the perfect (e.g., *I had kicked*, *I have kicked*, *I will have kicked*) verb tenses.

#### L-5.1.e

Students should use correlative conjunctions (e.g., *either/or*, *neither/nor*). An example from the text:

- In the semifinals, neither Papa nor Mama believed Bafana Bafana had much of a shot against Ghana, the only undefeated team left in the tournament.

### L-5.2.b

Students should use a comma to separate an introductory element from the rest of the sentence. Examples from the text:

- Twice a month, my sister and me rode the PUTCO bus with Mama.
- In the semifinals, neither Papa nor Mama believed Bafana Bafana had much of a shot against Ghana, the only undefeated team left in the tournament.
- Down on the pitch, the Bafana Bafana players paraded around, waving flags and blowing kisses.

### L-5.2.e

Students should spell grade appropriate words correctly, consulting references as needed. Some of those words from the test include:

- apartheid, ballot, blond, cupboard, frenzied, glued, irreversible, Johannesburg, justice, liberty, out-of-bounds, polling, raking, scraped, semi-finals, trophy

## Vocabulary Acquisition and Use

### L-5.4.a

Students should use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. Examples from the **A Little Bit of History** section:

- The international effort had a crippling effect on the South African economy and weakened the **hardline** government.
- The country remained deeply divided and **severely** wounded.
- Nelson Mandela loved sports. He understood they had the power to inspire and unite -- they could play a **pivotal** role in bringing the country he loved closer together.

### L-5.4.c

When reading the **A Little Bit of History**, students should consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and to determine or clarify the precise meaning of key words and phrases. Examples include:

- apartheid, banned, boycotted, centuries, crippling, denied, economy, global, harshly, human rights, improbable, international, multiracial, official, pivotal, racist, rallied, represent, resist, rift, severely, upset, wounded