

READING & WRITING PROFICIENCIES

This guide is designed to pull back the curtain on the classroom, providing clear exemplars of what proficient reading and writing can actually sound and look like at the end of each grade level. These exemplars are not intended to be comprehensive - there are multiple ways a student can demonstrate proficiency in reading and writing. As well, it is important to remember that one reading or writing sample is just a snapshot in a much bigger picture of the teaching and learning that happens in the classroom.

This is our best attempt to simplify it to the most common features. It is our hope to support a common understanding of where we're aiming for at the end of a grade level - what it looks like, what it sounds like.

For greater detail, you can explore our [Literacy Scope and Sequence](#).

Elementary Proficiency Scale				
	Emerging	Developing	Proficient	Extending
The Official Language	The student demonstrates an initial or undeveloped understanding of the concepts and competencies relevant to the expected learning	The student demonstrates a partial or limited understanding of the concepts and competencies relevant to the expected learning	The student demonstrates a proficient or complete understanding of the concepts and competencies relevant to the expected learning	The student demonstrates a sophisticated or mastery level understanding of the concepts and competencies relevant to the expected learning.
Student Language	I can try to learn new things, but I still need a lot of help to understand and finish my work	I can show that I'm starting to understand. I still need some help and extra practice to get stronger and do more on my own.	I can show what I've learned on my own. I understand my work and can do it well most of the time.	I can use what I know in new ways. I make connections, share my ideas clearly, and sometimes help my classmates learn too.
LCS Staff	The student shows a consistent lack of understanding and is unable to complete a task without significant one-on-one support	The student demonstrates a basic or growing understanding of the concept but requires ongoing support and additional practice to develop greater proficiency and independence.	The student has a solid understanding and is able to independently demonstrate their learning. The student may demonstrate readiness for extension activities.	The student thinks creatively and independently, making meaningful connections and applying their learning in real life or new contexts. The student can clearly explain their ideas and often help classmates understand.

KINDERGARTEN

READING PROFICIENCIES

WHAT TEACHERS LOOK FOR AT THE END OF THE YEAR
How It Sounds (Fluency)

- May have long pause between words
- Mostly naming letters and sounds, beginning to blend simple words like 'cat'.

Tackling Tricky Words (Decoding)

- The focus at this level is mainly letter-sound connections and beginning to blend them together.
- Recognize some high frequency words and familiar names

What is understood (Comprehension)

- Able to describe the beginning, middle, and end
- Can make connections to prior knowledge and experience

How to support

- If they get stuck, give a few seconds before helping
- Practice letter sounds and high frequency words
- Practice "stretching" words (c-a-t) and ask them to blend it together. Use sound boxes or magnetic letters to build familiar names and words
- Just read a lot together - build a foundation of prior knowledge and experience topics they're interested in

"I see a cat," said Meg.

"I see a dog," said Ted.

The dog will get the cat.

Run, cat, run!

The cat ran up.

"I will get it," said Ted.

"Do not slip," said Meg.

Ted did not slip.

Ted got the cat.

If you ask...	They can tell you... (sample response after reading complete text)
"What was this story about? How did it end?"	The dog was chasing the cat. The cat ran up the tree. Ted got the cat out of the tree.
"Have you ever had to help someone or help a pet? How do you think the cat/Ted felt at the end of the story?"	Sample responses: When I fall my mom helps me. My dog likes when I pet him. The cat felt happy

GRADE ONE

READING PROFICIENCIES

WHAT TEACHERS LOOK FOR AT THE END OF THE YEAR

How It Sounds (Fluency)

- Smooth and Confident with reading that sounds less like a robot and more like talking.
- Character Voices: When they see quotation marks, they try to make it sound like a conversation (changing their voice slightly).
- Self-Correction: "Wait, that didn't make sense," and go back to reread the sentence.

Tackling Tricky Words (Decoding)

- Chunking: Instead of sounding out every letter (u-p-s-e-t), they look for parts of the word they know (up-set).
- Smart Guess: If they say the wrong word, it usually makes sense (e.g., "puppy" instead of "dog").
- "Keep Going": If they try to sound out a new word but can't get it, they don't give up. They skip it, keep reading to the end of the sentence, and then try to figure it out based on context.
- Using Clues: They check the pictures and the first few letters of the word (like br-, st-, gl-) to guess what the word is.

What is understood (Comprehension)

- Able to describe most key events in sequence and identify main characters
- Makes predictions and simple inferences
- Can make connections to prior knowledge and experience

How to support

- If they get stuck, give a few seconds before helping
- When they don't notice errors, ask them to reread and see if it makes sense.
- Help break the word into chunks they recognize
- Read a sentence with expression and have your child "echo" it back to you.
- Practice sight words
- Keep reading a lot together



If you ask...	They can tell you... (sample response after reading complete text)
"What happened in the story?"	They can describe the problem clearly and list the main events in the right order (beginning, middle, end).
"How did they fix the problem?"	They can explain the solution using details from the book to prove their answer.
"How did the character feel?"	They understand emotions. They might say, "He was sad because he lost his toy," even if the book doesn't explicitly say the word "sad."
"Has this ever happened to you?"	They can make connections between the story and their own life or feelings.

GRADE TWO

READING PROFICIENCIES

WHAT TEACHERS LOOK FOR AT THE END OF THE YEAR

How It Sounds (Fluency)

- Reading sounds increasingly smooth and expressive with few hesitations between words
- If it sounds like a race and speeding over commas and periods, encourage to pause at punctuation as this impacts how the sentences are understood.

Tackling Tricky Words (Decoding)

- Combines phonics, word structure, and context clues
- Uses prior knowledge and picture cues
- Uses knowledge about 'story' to make predictions
- What is understood (Comprehension)
- Retell main events and identify main character with specific details
- Make inferences about the character about feelings or motivation

What is understood (Comprehension)

- Accurately describes main characters and events
- Makes inferences about characters (feelings, motivations)
- Makes connections to self - feelings, motivations, prior knowledge, and experience
- Offers opinions with simple supporting details

How to support

- If they get stuck, give a few seconds before helping
- When they don't notice errors, ask them to reread and see if it makes sense.
- Help break the word into chunks they recognize
- Have your child scan the page for periods, commas, and question marks before reading. Remind them that a period is a "full stop" and a comma is a "quick breath".
- Ask questions about what they're reading - what might come next? what might the character be feeling? Why do you think that happened? What does that remind you of?
- Keep reading a lot together

"My little brother drives me crazy," said Hanna. "He is so messy! Nathan doesn't eat food. He wears it. And you wouldn't believe his room!" Hanna rolled her eyes. "It looks like a herd of cattle lives there."

"My brother is a neat freak," moaned Jerry. "William puts all his stuff away on a shelf in his room, with everything in perfect order, like the books in the library. And you'd better not touch anything."



If you ask...	They can tell you... (sample response after reading complete text)
"What happened in the beginning, middle, and end?"	Hanna didn't like her little brother Nathan. She traded him for her friend's little brother William. William is not like Nathan. He isn't very fun and wanted to stay inside and watch movies. Hanna missed Nathan. Nathan comes home and Hanna gives him a big hug. They go for a bike ride together.
"Did Hanna learn something? What did she learn?"	Yes. She should be thankful for the good things about her brother.

GRADE THREE

READING PROFICIENCIES

WHAT TEACHERS LOOK FOR AT THE END OF THE YEAR
How It Sounds (Fluency)

- Smooth and rhythmic - may start to 'perform' the text by changing voice for characters or excitement
- Adjusting rate and volume for context
- Attend to punctuation with appropriate pausing

Tackling Tricky Words (Decoding)

- Uses phonics, word structure, and context clues
- Makes logical predictions by rereading and skimming for supporting detail
- Uses prior knowledge and story structure

What is understood (Comprehension)

- Accurately describes main characters and events
- Makes inferences about characters (feelings, motivations)
- Makes connections to self - feelings, motivations, prior knowledge, and experience
- Offers opinions with simple supporting details

Ways to support

- If they get stuck, give a few seconds before helping
- When they don't notice errors, ask them to reread and see if it makes sense.
- Help break the word into chunks they recognize
- Ask questions about what they're reading - what might come next? what might the character be feeling? Why do you think that happened? What does that remind you of?
- Read a dialogue-heavy book together. You read the narrator's part, and they read the character's part. This builds reading with feeling.

The bell rang, and Nate grabbed his backpack and headed home in a downpour. His neighbor, Mrs. Gonzalez, pulled up beside him in her minivan. "Hop in," she said. "It's a deluge out there!" Even before the door closed, Nate's nose started to tickle.

"Achoo!" he sneezed loudly. "Achoo! Achoo!" Rubbing his red, itchy eyes, Nate croaked, "Is there an animal in here?"

"Just Daisy!" Mrs. Gonzalez said sheepishly, as a pudgy bulldog poked its head over the front seat. Nate walked home.

A sniffing Nate woke up Saturday morning feeling sorry for himself. "Why do I have to be allergic to everything?" he fretted as he trudged downstairs.

His mom smiled. "I have exciting

news!" she exclaimed. "My friend Dr. Hung, who works at the aquarium, could use your help with the animals on Saturdays. How about it?" ■

"Thanks, Mom, but the idea of sneezing all day doesn't appeal to me," said Nate.

"You're allergic to animals that have fur or feathers," Mom pointed out, "not to marine animals that live in the water."

Nate felt nervous as they drove to the aquarium, but after he met Dr. Hung, his anxiety melted away. Within minutes, they were standing next to a huge saltwater pool. "Meet our Pacific white-sided dolphins, Nate," said Dr. Hung. "They're ready for their lunch!"

Dr. Hung handed Nate a pair of floppy rubber gloves and a heavy pail

If you ask...	They can tell you... (sample response after reading complete text)
"Summarize the important events in the story"	Nate is a boy with allergies to fur and feathers. His mom feels badly that he can't have the kind of pet he wants because of his allergies. Nate's mom reminds Nate that he is only allergic to animals with fur and feathers and arranges for Nate to help with the animals at the aquarium. Nate enjoys feeding the fish and dolphins and seeing the other marine animals. Mom surprises Nate with a fish for a pet.
"Do you think the resolution to the problem in the story is a good one? Why do you think that? "	The ending is good because Nate's problem is solved when he goes to the aquarium and enjoys the animals and ends up getting a pet fish.

GRADE FOUR

READING PROFICIENCIES

WHAT TEACHERS LOOK FOR AT THE END OF THE YEAR

How It Sounds (Fluency)

- Confident and steady - able to handle multisyllabic words without losing the flow of the sentence
- Adjusting speed and volume according to the meaning and varying voices to show emotion and character
- Discern between conversation and narrative text
- Attends to punctuation and text differences (underlined, bolded, italicized, all capital letters)

Tackling Tricky Words (Decoding)

- Uses context clues, word structure, illustrations, and dictionaries
- Rereads and skims for details
- Skips unknown words and reads the rest of the sentence

What is understood (Comprehension)

- Able to accurately describe the main character and retell main events in detail
- Make logical inferences about the character's feelings and context
- Make connections to own experiences, other texts, and ideas that may involve inferences
- Offer reactions and opinions with supporting detail

Ways to support

- If they get stuck, give a few seconds before helping
- When they don't notice errors, ask them to reread and see if it makes sense.
- When they hit a "tricky" multisyllabic word, help them break it into smaller chunks (prefixes/suffixes) or use a dictionary to find the meaning.
- Ask questions about what they're reading - what might come next? what might the character be feeling? Why do you think that happened? What does that remind you of?
- Read a dialogue-heavy book together. You read the narrator's part, and they read the character's part. This builds reading with feeling.

The Missing Compass

Leo and Mia hiked through the whispering woods, their backpacks heavy with snacks and water. They were on a mission to find the old waterfall. Leo held the map, and Mia, the compass. Suddenly, a gust of wind tore the map from Leo's hands. It spun and swirled away, disappearing into the trees. "It's gone!" Leo said, defeated.

Mia checked her pocket. "My compass is gone, too!"

Panic rose, but Mia took a deep breath. "Wait," she said, pointing. "Look at the moss on that tree. It grows on the north side." She then checked the sun's position. "The waterfall is east. We just need to keep the moss on our left."

They followed her new plan, trusting the signs of nature. Soon, they heard the rushing of water. They had found the waterfall, no map or compass needed.

If you ask...	They can tell you... (sample response after reading complete text)
"What was this story about? How did it end?"	Two kids went hiking, and lost their map and compass. They used the trees and the sun to find the waterfall.
"How do you think the kids felt when they lost their map and compass? How do you know?"	They were scared at first but then took a deep breath to calm down. The author said they panicked and then took a deep breath.

GRADE FIVE

READING PROFICIENCIES

WHAT TEACHERS LOOK FOR AT THE END OF THE YEAR

How It Sounds (Fluency)

- Smooth and effortless - pace adjusts for context and meaning, using voice to show emotion
- The pace and expression adjusts naturally based on whether they are reading a story or an information text.
- Attends to punctuation and text differences (underlined, bolded, italicized, all capital letters)

Tackling Tricky Words (Decoding)

- Uses context clues, word structure, illustrations, and dictionaries
- Rereads and skims for details or skips unknown words and reads the rest of the sentence
- May recognize Greek or Latin roots

What is understood (Comprehension)

- Able to accurately describe the main character and retell main events in detail
- Make logical inferences about the character's feelings and context
- Make connections to own experiences, other texts, and ideas that may involve inferences and opinions with supporting detail

Ways to support

- When they don't notice errors, ask them to reread and see if it makes sense.
- When they hit a "tricky" multisyllabic word, help them break it into smaller chunks or use a dictionary
- Ask questions about what they're reading - what might come next? what might the character be feeling? Why do you think that happened? What does that remind you of?
- Ask why they chose to read a certain passage slowly or loudly. Discuss how the author's use of bold or italicized text changed the way they performed the sentence.

How I Spent My Summer Vacation

If I'd had a choice, I would have picked going camping for our vacation, but dad suggested volunteering in Thailand with a group from our church to help with disaster relief. More than 8 000 people died there in the 2004 tsunami. Countless others lost their homes and possessions. The devastation was unimaginable.

I didn't want to go, but I really had no other option. We were going to Thailand. We were each allowed only one small bag, so I packed lightly. Of course I wore the heart-shaped locket that's always around my neck. My great grandmother had given me the locket. It was the only thing she'd been able to save when her family's pensione in Italy was destroyed in an earthquake. She was just a girl at the time.

After nearly two days of seemingly endless travel we finally arrived at our assigned village. There we were greeted by our hosts, seventeen year old Daw and her older brother Aran. Aran took Dad to the site of the school he'd be helping rebuild, while Daw showed Mom and me the temporary school. Mom would instruct the children - mostly orphans - in English. I felt absolutely useless. Had I traveled so hard to do nothing?

If you ask...	They can tell you... (sample response after reading complete text)
"Why does the writer talk about the locket? What does the locket symbolize or stand for?"	The locket is a reminder to Kim that lost everything except the locket but had the strength to carry on with her life. It connects her loss with Daw's loss, and shows empathy.
"What lesson does Kim learn? Who helps her learn this lesson?"	She learns from her great-grandmother's story and from her own experience in Thailand that life goes on after disaster. People can help each other through sad times. Daw helps Kim to understand the disaster by taking her to the beach every day to clean up debris. Because they become friends, Kim learns to empathize with the people in Thailand. She learns from Daw that even though it was a terrible tragedy, they must clean up and move forward.

READING INSTRUCTION GLOSSARY

K-5 READING

The "Sound" Foundations

- Phonological Awareness: The broad ability to hear and "play with" parts of spoken language, such as recognizing rhymes, counting syllables in a word, or identifying individual words in a sentence.
- Phonemic Awareness: A specific sub-skill of phonological awareness that focuses on hearing and manipulating the smallest individual sounds in spoken words.
- Phonemes: The smallest units of sound in a language. For example, the word "hat" has three phonemes: /h/, /a/, and /t/.
- Phonics: The relationship between the sounds of spoken language (phonemes) and the letters or groups of letters (graphemes) that represent those sounds in writing. This is the "bridge" that allows children to read and write words.

The Reading Process

- Automaticity: The ability to recognize words immediately without having to sound them out.
- CVC Words: Short words made of a Consonant-Vowel-Consonant pattern, such as "cat" or "dog".
- Decoding (Tackling Tricky Words): The process of using letter-sound connections to "unlock" and read a printed word.
- Fluency (How It Sounds): Reading with accuracy, appropriate speed, and expression so that it sounds like natural speech rather than a "robot".
- Prosody (Expression): Reading with the right "feeling," including pausing at punctuation and changing your voice for different characters or emotions.
- Self-Correction: When a reader realizes a word they just said doesn't make sense in the sentence, stops, and goes back to fix it.

Understanding the Meaning

- Comprehension: The ultimate goal of reading; it is the ability to process text, understand its meaning, and integrate it with what the reader already knows.
- Inferences: Using clues from the story plus what you already know to "read between the lines" and understand things the author didn't state directly.
- Retelling/Summarizing: The ability to explain the most important events of a story in the correct order, such as the beginning, middle, and end.

KINDERGARTEN

WRITING PROFICIENCIES

WHAT TEACHERS LOOK FOR AT THE END OF THE YEAR

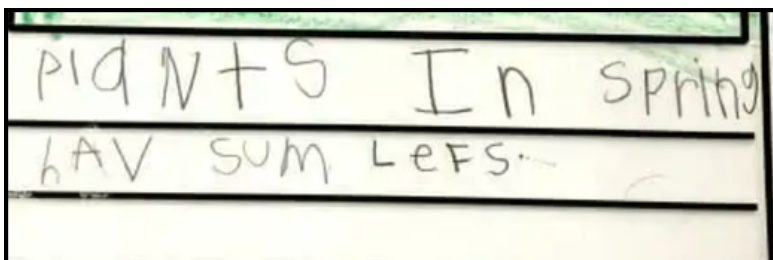
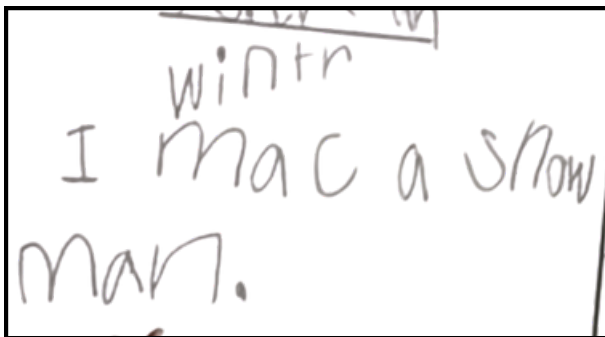
What it looks like:

- Shows left to right directionality
- Movement towards proper letter formation of most or all 6 uppercase and lowercase letters
- Simple, readable sentences, often with a mix of phonetic spelling and high-frequency words
- Sound out words and represent those sounds with letters or combinations of letters they have been introduced to.
- Write initial sounds and often final sounds. (ex., "I lk fwrs = I like flowers")
 - Phonetic spelling (writing words the way they sound) is a normal and necessary step toward correct spelling
- Write familiar words such as their name
- Recall and use familiar irregular words

How it communicates:

- Simple sentences to communicate a clear idea
- May be completing a sentence starter
- May be starting to write independently

***Students may not have all of the above noted skills, but should have a strong combination of most of these**



GRADE ONE

WRITING PROFICIENCIES

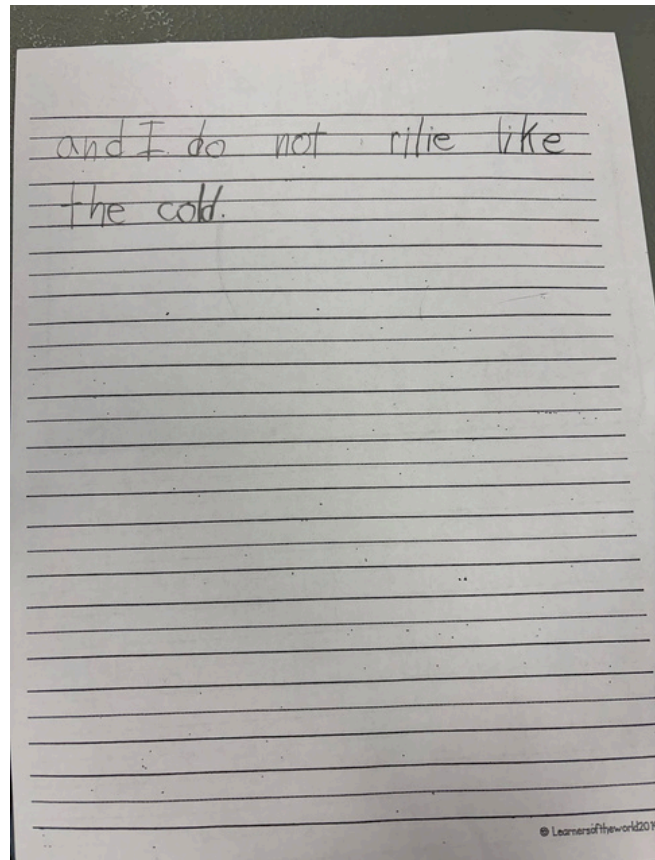
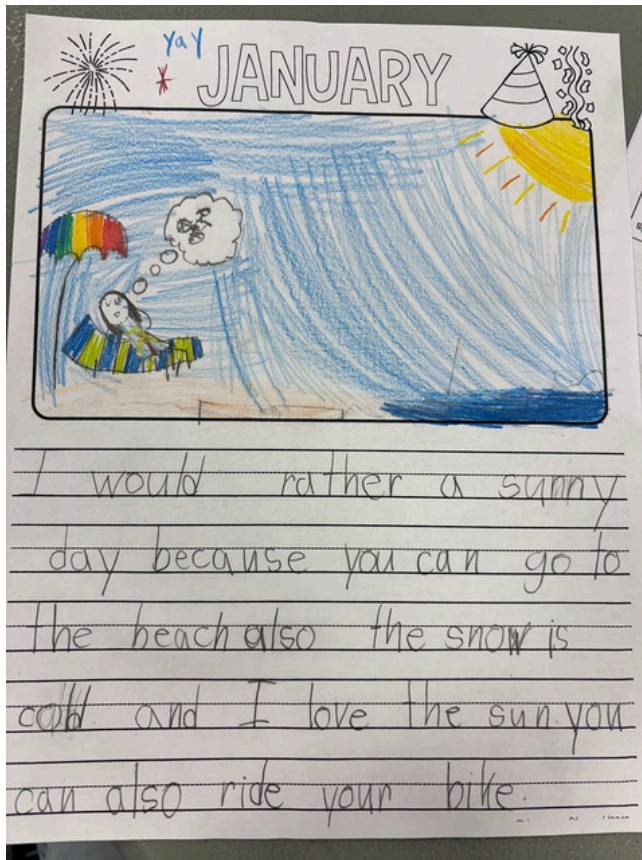
WHAT TEACHERS LOOK FOR AT THE END OF THE YEAR

What it looks like:

- Able to use tools in the classroom to spell most sight words correctly
- Apply phonetic knowledge to spell more difficult words
- 2-3 complete sentences, with capitals and end punctuation used fairly consistently
- Most letters are formed correctly with appropriate finger spaces
- Letters fit on the lines properly and sentences start at the left margin
- Spelling most sight words correctly

How it communicates:

- Simple, complete sentences with some details using connecting words like 'and,' 'also,' or 'because'
- Might express more than one related idea



GRADE TWO

WRITING PROFICIENCIES

WHAT TEACHERS LOOK FOR AT THE END OF THE YEAR

What it looks like:

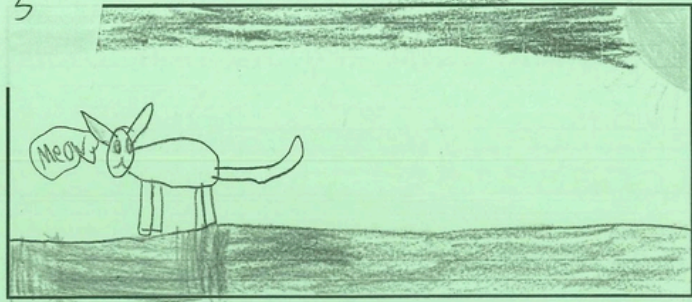
- Most sentences are complete
- Common words are usually spelled correctly.
- Few punctuation errors, and capital letters are used appropriately.
- Beginning to vary sentence length
- Uses simple connecting words like and and because.

How it communicates:

- Shares ideas by making connections to their own experiences
- Adding some specific details.
- Thoughts are organized in a logical order.

A Great Pet!

3



If I wanted a pet I would have a cat. They're playful. If you scrape a stick out drag it they will follow it and play with it. Sometimes there so playful they will fight each other. They mostly like food. They're favorite food is chicken and fish. Sometimes they eat each others food. They're good at activities. They jump high and run really fast. They like lots of stuff. They like humans sometimes they snuggle with

GRADE THREE

WRITING PROFICIENCIES


WHAT TEACHERS LOOK FOR AT THE END OF THE YEAR


What it looks like:

- Correct letter formation and size that is legible and clear to read.
- Letters are appropriately spaced to ensure the word is legible, individual words are a letter space distance apart
- Capitals are only used at the beginning of the sentence or when using proper nouns
- proper punctuation includes: appropriate end marks at the end of each sentence, appropriate comma use, apostrophes
- Able to spell high frequency words (because, said, went, there, like, etc), able to spell all other words phonetically, with attention to all letter sounds. Errors don't interfere with meaning of text
- Verb agreement with subject (plural or singular), in general, maintain verb tense throughout
- 5-6 complete sentences (when student is writing a paragraph independently, when teacher guided this length applies to multiple paragraphs)

How it communicates:

- Able to use an organizational strategy (webbing, writing plan) to prepare for writing (where they will expand upon their ideas, including detail, examples, etc.)
- Each paragraph begins with a topic sentence, includes details and ends with a conclusion sentence
- connects to opinions, experiences, feelings some explanations, details, examples
- Variety in sentence length and structure
- Transition words, descriptive words, variety of sentences starters, commitment to one topic throughout entire writing piece
- Shows awareness of audience and purpose
- Use of transition words
- As appropriate, able to employ comparative or persuasive language

 **Grade 3 All School Write:** October 2025
A Person I Am Thankful For



I am thankful for my cousin Isla.
 I love Isla so much because she is nice.
 We play on the trampoline together and we
 play games. She is joyful and happy. She help
 me do my tricks and I teach her tricks too.
 When I hurt myself she makes me feel better.
 We like to play dance together and we
 draw together. I feel happy and thankful
 that she is my cousin. We go on trips
 with her and I won of the trips we

went on is Sun peacks we wher
 snow boating and skeawing I rilly like that
 trip very much. When we go to their
 house we get to get there bunny's. When
 their come to are house we got to
 the pool and after that we play
 fore seware together. On sunday all the
 cousins come over an Isla lives us
 presents come over birthdays. That
 is all the this I am thankful for Isla

GRADE FOUR

WRITING PROFICIENCIES

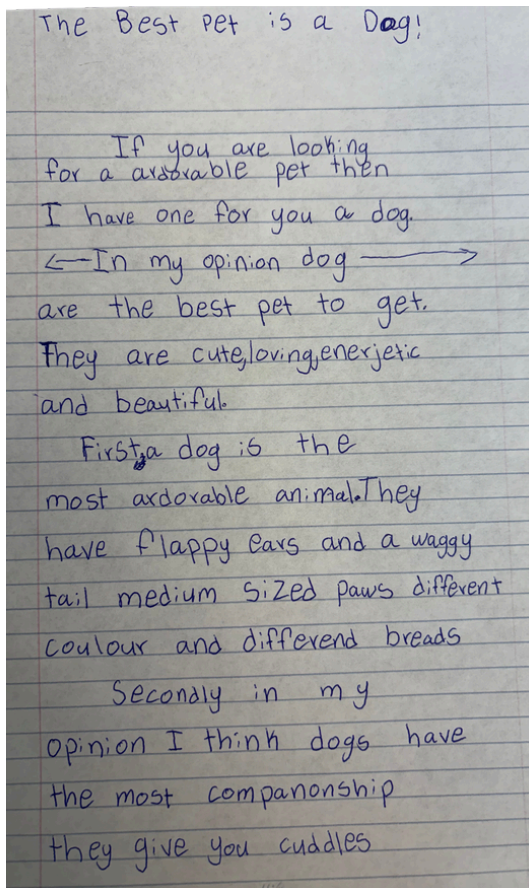
WHAT TEACHERS LOOK FOR AT THE END OF THE YEAR

What it looks like:

- Starting on the margin
- Several distinct paragraphs with appropriate indentation
- Letters and words are appropriately spaced (finger space between words)
- Correct letter formation and line usage
- Topic sentence
- Punctuation (periods, commas, capitalization)
- Appropriate spelling (high frequency words)
- Minor errors expected in more sophisticated vocabulary
- Legible

How it communicates:

- Organized into paragraphs (of approximately 5 sentences) with transition words and descriptive language
- Variety of sentence lengths and complexity
- State an opinion with clear reasons why
- A paragraph contains a topic sentence with 2-3 supporting details and examples



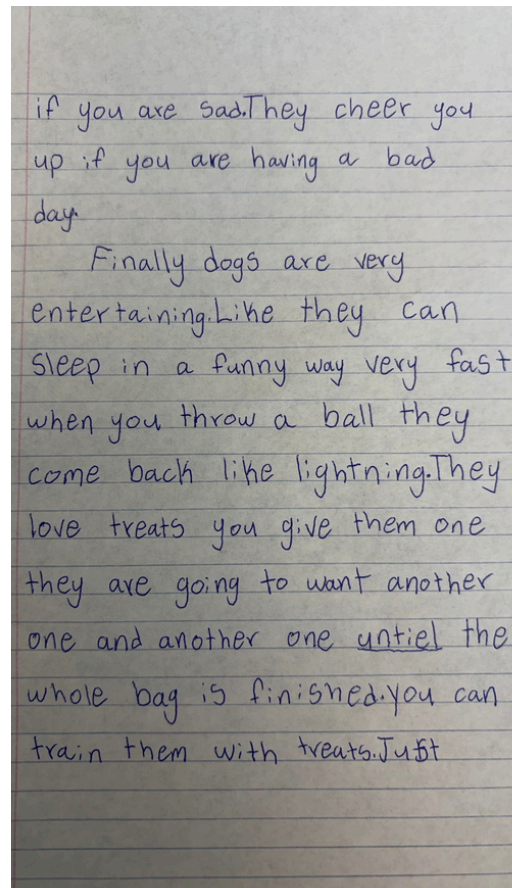
The Best pet is a Dog!

If you are looking for a adorable pet then I have one for you a dog.

← In my opinion dog → are the best pet to get. They are cute, loving, energetic and beautiful.

First, a dog is the most adorable animal. They have flappy ears and a waggy tail. medium sized paws different colour and different breeds.

Secondly in my opinion I think dogs have the most companionship they give you cuddles.



if you are sad. They cheer you up if you are having a bad day.

Finally dogs are very entertaining. Like they can sleep in a funny way very fast when you throw a ball they come back like lightning. They love treats you give them one they are going to want another one and another one until the whole bag is finished. you can train them with treats. Just

GRADE FIVE

WRITING PROFICIENCIES

WHAT TEACHERS LOOK FOR AT THE END OF THE YEAR

What it looks like:

- May be done on a computer
- Indented paragraphs
- Students should be writing at least 5 paragraphs
- Paragraphs are 5-8 sentences each.
- Uses punctuation mostly correctly (commas, periods, apostrophes)
- In fiction writing, uses dialogue (can start to use quotations well)
- Sentences are detailed and have varied length
- Clear introduction and conclusion
- The flow of the paragraphs makes sense (transitions, topic sentence, supporting details, concluding thoughts)
- Variety in word use
- Logical progression of ideas
- Few spelling errors; errors don't impact meaning of the text

How it communicates:
FICTION

- Greater use of detail
- Includes larger connections to a variety of ideas
- A clearer tone in the writing
- The start of an individual voice coming out in the writing
- Flow of dialogue is logical and fairly natural
- Incorporates internal dialogue
- Explores emotions of characters

NONFICTION

- Greater use of supporting detail.
- Includes larger connections to a variety of ideas
- Clear, easily distinguishable thesis.
- that is connected to throughout the writing piece
- Use of content specific language
- transition words such as 'however' or 'therefore'

Difference Maker - Martin Luther King Jr.

Dr. King was famous because he fought for black people's rights. Martin Luther King Jr. preached his first sermon in May 1954. He also joined the local NAACP. This is the National Association for the Advancement of Colored People. When people got mad or disagreed with him they would harass him and sometimes even bomb his house. So it was a hard time for him. In 1963 Dr. King was arrested for standing up for coloured people.

Dr. King's hobbies were writing, walking, and making speeches. His birthday was January 15 1929. Dr. King was a good and kind individual known for his deep commitment to civil rights. Dr King's personality included intelligence, confidence, and determination.

Martin Luther King Jr. was with a woman of a different race so after that he promised himself that he would do everything he could to end racism in america. After an African American woman named rosa parks got arrested for sitting in a white person spot on the bus, Dr. King agreed to lead the Montgomery Bus Boycott. In the protest black people came together and refused to take the bus until the bus company ended their racism. He gave a speech called I Have A Dream (which is now very famous that many people reasoned with)

When Dr. King was young his best friend was a white boy, but when they both turned six they were forced to stop playing with each other. So that was a big challenge for him. When he was older he went to college and he grew to love a white woman, but they couldn't be together because they were different races. During one protest that he did in Birmingham, Alabama, the police again arrested him. Dr. King got locked up in a dark jail cell that only had one window.

God gave Dr. King the gift of perseverance. Dr. King never gave up no matter how much racism and how hard it was. God also gave him bravery. He was brave enough to go say his speeches in front of so many people. Dr. King was also brave by leading marches. Dr. King was really intelligent and smart because he had to be smart to make a speech that would be impactful.

Dr. King was not like anyone else in his time. He was a black preacher and there were not a lot of them back then. He also contributed to the American civil rights movement in the 1960s.

Another Place, Another Time.

Richard Was just hanging out with his friends Carter, Raymond and Susie at Richard's place when suddenly the town mayor Carl the 5th called him. The mayor called him when he had a job to do. Richard and his friends were the adventurous group in the town. If someone had a hard or risky job to do, they called him. Because Carlton was the average small town, hot in the summer but not boiling, cold in the winter but not absolutely freezing. Is located on the East Coast of Hagssole and there are only about 280 people that live there. It's not a tourist attraction either, so the people have to help each other out. Anyway, Back to the call, The mayor asked him to come over to the town hall ASAP. So, being the adventurous group, of course they head over to the town hall right away. The town, as you know, is not very big, so the town hall has not been rebuilt, even after one hundred and fifty years, as the town can not afford to rebuild the town hall. The town hall is, like the rest of the town average, it's made of bricks that were once bright red but now a dull muddy red, the town hall is a dusty building and the ceiling was sagging, they observed as they entered the building. The hallway was gray and crumbling as they entered the room that was titled mayor's office. As Richard entered with his friends, the mayor was reading through a pile of books with titles like ancient lost relics, objects lost in time, or even relics through the ages. The mayor looked up as they entered the room, and said in a serious tone,

" There is a powerful object that has been missing for a long time, and it needs to be found before anyone else finds it."

"ok" says Richard, taking charge, "but first we need to know where the relic is located and how to get there".

The mayor answers, " the relic is located in the jagen jungle, and you will get there by riding on the abandoned trade route on a wind cart. The reason why I asked you to do this adventure is because I knew nobody else in the town would, and it's a dangerous journey. The Jagen jungle is extremely dangerous, it holds the most horrible monsters including Blob monsters, Stanbolens, Arancanas, and worst of all, Hoglins, these are just some of the worst monsters that live in the Jagen jungle, please note that all the monsters that I mentioned and some more live in tribes, so if you encounter them run away immediately! Okay, with that information I will give you five hundred dollars and one day to gather supplies for the mission, meet me back here at noon tomorrow".