

#1

*Freak the Mighty* LAP

In Rodman Philbrick's novel *Freak the Mighty* he uses an extensive metaphor in chapter 7 walking high above the world. This metaphor compares a horse to Max as Freal is riding on Max's shoulders. On page 35 it says "Now I am running at a full galope." This is suggesting that he was running like a horse. This also shows that Freak was riding Max like a horse This shows how they see themselves in this story.


Literary Analysis Paragraph, Grade 8, *Freak the Mighty*

Score: 1

This paragraph is a bit too brief and incomplete. The author made an attempt to include every element, but he may have misunderstood what was needed. The paragraph is somewhat repetitive and it feels unfinished. There is very little analysis, and the sentences are short and choppy. There are many errors which distract from the content.

**Common Core All-Subject Writing Rubric**

Writing Type(circle one):    Argumentative                      Informative/Explanatory                      Narrative (ELA only)

<b>CONTENT X4</b>	The writing has a sharp focus and clarity of purpose. The ideas are developed with examples and specific details including textual evidence and are thoroughly elaborated. All elements of the prompt are addressed.	The writing has a clear central idea and a clear focus. Ideas are developed with textual evidence, even though the development may be uneven. Information is relevant. Most elements of the prompt are addressed.	The writing has a vague central idea; there are shifts in focus or digressions. Ideas are listed, information may be incomplete or irrelevant, textual evidence may be lacking, and there is little development. Some elements of the prompt are <u>not</u> addressed.	The writing has unclear or confusing ideas. The ideas are missing relevant information, there is not enough information, or there is little or no development, and little textual evidence. Significant elements of the prompt are <u>not</u> addressed.	<b>X4</b>
<b>ORGANIZATION</b>	There is a beginning, middle, and end in the writing with strong transitions between ideas. Ideas are presented in a logical order and there is a sense of completion about the writing.	There is a beginning, middle, and end in the writing with simple transitions between ideas. Ideas are presented in a logical order and the writing may have a weak ending.	There is a weak beginning, middle, and end with gaps in ideas. Ideas are presented in random order, there may be significant repetition, and the writing may have no ending.	There is no beginning or end with severe gaps in ideas. Ideas are presented in a random or repetitive order. There may be too little information to demonstrate organization.	
<b>SPELLING &amp; GRAMMAR (Conventions)</b>	The writing exhibits superior control over grammar, spelling, punctuation, and capitalization. If there are errors present, they do not appear to be part of a pattern of errors.	The writing exhibits proper control over grammar, spelling, punctuation, and capitalization. If there are errors present, they do not appear to be a part of a pattern of errors.	The writing exhibits weak control over grammar, spelling, punctuation, and capitalization. The errors minimally affect the meaning of the writing.	The writing exhibits little to no control over grammar, spelling, punctuation, and capitalization. The errors greatly affect the meaning of the writing.	
Teacher Feedback: 			{{Student Reflection on Back}}		<b>Total Points Earned</b>
					<b>Score</b>