

*Freak the Mighty* LAP

In Rodman Philbrick's novel *Freak the Mighty* he uses an extended metaphor in chapter 7 "Walking High Above the World." The extended metaphor compares Max, the main character in the book, to a horse or a steed. I know this because in the book Freak rides on Max's shoulders and talks to him as if he was a horse. An example of this metaphor can be found on page thirty-five, "More speed O' mighty steed." This shows Freak calling Max a steed, or another name for a strong horse. This suggests that Max is a horse or steed, as Freak calls him. This comparison shows Max is Freak's *horse* which he rides around on his *quests*. When Freak gets on Max's shoulders they become Freak the Mighty. They call themselves this because Max likes the feeling of having a brain on his shoulders and Freak loves feeling tall.

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

Score: 3

The author of this paragraph wrote a complete paragraph that feels solid and straight-to-the-point. Of special note, he wrote a unique conclusion; whereas most of his classmates stuck with the teacher's original suggestions. There are a few errors in conventions, and he used the teacher's sentence starters, so going forward, this eighth grader will hopefully learn to apply the format in his own creative way.

### Common Core All-Subject Writing Rubric

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

Common Core All-Subject Writing Rubric					
Writing Type(circle one):    Argumentative            Informative/Explanatory            Narrative (ELA only)					
<b>CONTENT</b> <b>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. <i>uses sentence starters</i>	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: <span style="font-size: 2em; color: green; margin-left: 100px;">3</span>			{{Student Reflection on Back}}		<b>Total Points Earned</b>
					<b>Score</b>