

#4

Freak the Mighty LAP

In Rodman Philbrick's novel, *Freak the Mighty*, he uses an extended metaphor in chapter seven, "Walking High Above the World." This metaphor compares Max to a horse as Freak rides on Max's shoulders which enables them, together, to become Freak the Mighty. For instance, on page 35 the author says, "More speed, o mighty beast!" as Freak rides on Max's shoulders. This is usually said when trying to make a horse go faster back when horses were the main way of transportation. This shows that Freak the Mighty are "the tag team of the ages" and that Max is the body while Freak is the brain, working together as a single hive mind. The comparison also shows that Freak thinks that this tag team is a medieval knight and horse combo, going town to town, in this case block to block. The way Freak and Max function as a horse and rider helps solidify the bond as Freak the Mighty which is how the characters see themselves. Their friendship brings them together to make a new "superhero."

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

Score: 4

The writer has correctly followed the six-sentence Literary Analysis Paragraph template. He has a Topic Sentence followed by an Elaboration sentence. Then he quotes the text and provides Commentary on this evidence. Finally, he uses two Concluding Sentences to wrap up his ideas, although only one sentence was required. His conventions are excellent, and as he improves and grows through his eighth grade year, he will surely learn to avoid using the sentence starters (such as “This shows that...”). It’s a good sign that he also included other details that he thought would round out his paragraph, such as calling the duo a “tag team of the ages” and briefly discussing medieval knights.

Common Core All-Subject Writing Rubric

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

CONTENT X4	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.	X4
ORGANIZATION	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. <i>uses sentence starter</i>	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.	
SPELLING & GRAMMAR (Conventions)	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)}		Total Points Earned
4					Score