

范例点评：同一个人物，为什么他写得比我深

两篇都写猪八戒，第一篇得分平平，第二篇被老师当范文读。差在哪？把两段拆开对比就清楚了。

第一篇这样开头：“猪八戒好吃、好睡、爱耍小聪明，但他也很勇敢，最后也封了净坛使者。我们要学习他知错就改。”三句话把猪八戒的一生说完了。问题一：全是结论，没有过程。“爱耍小聪明”是标签，读者看不到任何画面。问题二：优点缺点列完就收尾，感想只有“知错就改”四个字，跟《西游记》没关系，换成《水浒传》也能用。这种段落我管它叫“人物说明书”，说明书不感动人。

第二篇只抓一个细节：“师徒被妖怪困在鹰愁涧那晚，猪八戒把行李摊在地上，一件一件分：你的、我的、散伙各拿一半。他分行李的时候，沙僧没说话，孙悟空不在。我读到这里笑不出来，因为我干过一样的事。上个月合唱比赛排练最难的那周，我在草稿纸上写‘退出合唱队去练钢琴’，跟分行李只差一步。猪八戒不是坏，他是算不清坚持到底值不值。后来他到底没散伙，一路挑担子到了灵山。我合唱比赛也上了台，唱得一般，但那张草稿纸我撕了。”

点评这段好在哪。第一，它选的是猪八戒最丢脸的一幕，不选封佛的高光，丢脸处才有戏。第二，“分行李”这个细节全书只出现一次，小得没人抢，写的人却最多。第三，“我干过一样的事”一句把书和作者接上了，合唱队草稿纸就是作者的行李。第四，结尾不喊口号，落在“撕了草稿纸”这个动作上，动作就是感想。

照着改的操作：先列出《西游记》里让你停下来多看一眼的三个场面，多半是狼狈的、好笑的、不公平的场面；从里面挑一个，写两行复述；再问自己“我干过类似的事吗”，把答案写成一段；最后用一个动作收尾。全程不许出现“我们要学习”。

A Model Paragraph Critiqued: Same Character, Why Does It Go Deeper

Two reading responses both write about Zhu Bajie. The first scores middling; the second gets read aloud as a model. What's the difference? Take the two paragraphs apart and it shows.

The first opens like this: "Zhu Bajie eats too much, sleeps too much, and loves petty tricks, but he is also brave and is finally made the Altar Cleansing Messenger. We should learn from his willingness to fix mistakes." Three sentences finish his whole life. Problem one: all conclusions, no process. "Loves petty tricks" is a label; no picture appears. Problem two: list the pros and cons, then end with the four characters "fix mistakes" as the takeaway—nothing about Journey to the West; it would fit Outlaws of the Marsh just as well. I call this kind of paragraph a character fact sheet, and fact sheets move nobody.

The second grabs one detail: "The night the master and disciples were trapped at

Eagle Sorrow Gorge, Zhu Bajie spread the luggage on the ground and divided it item by item: yours, mine, half each if we part ways. When he split the bags, Sha Wujing said nothing and Sun Wukong was away. I could not laugh reading this, because I have done the same thing. During the hardest rehearsal week of last month's choir contest, I wrote on scratch paper, 'Quit the choir, focus on piano'—one step from splitting the luggage. Zhu Bajie isn't evil; he can't work out whether sticking it out pays off. In the end he never left, shouldering loads all the way to Vulture's Peak. I also went on stage at the choir contest. We sang plainly, but I tore up that scratch paper."

Why this paragraph works. First, it picks Zhu Bajie's most disgraceful scene, not his moment of enlightenment—drama lives in disgrace. Second, the luggage-splitting appears once in the whole book: small enough that nobody else claims it, rich enough to carry a writer. Third, "I have done the same thing" connects the book to the author; the choir scratch paper is his luggage. Fourth, the ending makes no slogan—it lands on the act of tearing the paper, and the act is the takeaway.

Copyable steps: first list three scenes in Journey to the West that made you pause—usually awkward, funny, or unfair ones; pick one and retell it in two lines; then ask yourself "have I done something like this?" and write the answer as a paragraph; close with one action. The phrase "we should learn" is banned throughout.