

讲评课素材包：病文范文对比与互评量表怎么用

病文选段假设这样写：我的老师对工作很负责，对同学很关心，像妈妈一样。她讲课非常好，我们都爱听。有一次我生病了，她很关心我。我感谢我的老师。这段一百多字，评价词占了大半，唯一的事没有过程。

范文选段写同一件事：那天第三节课我趴在桌上，李老师摸了一下我的额头，没说话，领我去办公室，从包里翻出一板感冒冲剂，冲开放在我手边，又给我妈妈打电话，电话里只说三件事：孩子发烧、我先在办公室休息、放学她送我去医院。挂了电话她才回教室继续上课，出门前回头说了句：作业我帮你记在黑板侧边了。

批注符号约定三条，印在讲义页眉：横线画在只有评价没有事实的句子；波浪线画在写了动作、语言、样子的句子上；问号画在读者想知道却没写的地方，比如生病那段的后来呢。符号不超过三个，多了学生记不住。

对比提问链按顺序问四步。第一步问画面：读病文时你能看见老师的哪个动作？读范文呢？第二步问数量：范文里老师说了几句话、做了几个动作，数一数。第三步问位置：范文哪一句删掉后事情就不完整了？第四步问迁移：你作文里哪一句可以换成一件这样的事？每个问题给三十秒安静思考，再点名两三人回答。

互评量表四个维度，每项五星。事情真不真：是不是写了自己真正经历过的事。过程全不全：事情的开始、经过、结果能不能读出来。细节够不够：动作、语言、样子、声音至少两处。有没有空话：画横线的句子多不多。互评时先打星，再在量表背面写一句话建议，建议必须指向某一处具体的句子，不能写多写点细节这类笼统话。

量表和选段都做成A4一页，正面选段加符号说明，背面量表。一节课用这一页材料，避免学生翻来翻去找东西。范文里打电话只说三件事这个细节要保留，它示范了人物语言怎么写才像真人：短、直接、带具体信息。

A Material Pack for the Review Class: Flawed vs Model Texts and the Peer Review Form

Assume the flawed sample reads like this: my teacher is responsible about work and caring to students, just like a mother. Her classes are wonderful and we all love listening. Once I was ill and she cared about me a lot. I am grateful to my teacher. In this passage of a hundred-plus characters, judgment words take up most of it, and the only event has no process.

The model passage writes the same event: during the third period I lay on the desk, and Teacher Li touched my forehead, said nothing, led me to the office, took a strip of cold medicine granules out of her bag, mixed one with hot water beside my hand, then called my mother, saying only three things in the call: the boy has a fever, he is resting in the office first, and she will take him to the hospital after

school. Only after hanging up did she return to class, and before leaving she turned back and said: I have written your homework on the side of the blackboard.

Agree on three annotation symbols and print them in the header of the handout: a straight line under sentences that are only judgment without facts; a wave line under sentences with actions, speech, or appearance; a question mark where the reader wants to know more but the writer skipped it, such as what happened next in the illness part. Keep the symbols to three, or students cannot remember them.

Ask the comparison questions in a chain of four steps. First ask about pictures: which action of the teacher can you see in the flawed text, and in the model text? Second ask about numbers: count how many sentences the teacher speaks and how many actions she does in the model. Third ask about position: which sentence in the model, if deleted, makes the event incomplete? Fourth ask about transfer: which sentence in your essay could be replaced by one event like this? Give thirty seconds of quiet thinking for each question, then call on two or three students.

The peer review form has four dimensions, five stars each. Is the event real: did the writer describe something that truly happened to them? Is the process complete: can you read the beginning, course, and result? Are details enough: at least two of action, speech, appearance, or sound. Any empty words: how many lined sentences are there? When reviewing, give stars first, then write one suggestion on the back, and the suggestion must point to one specific sentence, never vague advice like add more details.

Print the form and the passages on one A4 page: passages plus symbol notes on the front, the form on the back. One page serves the whole lesson so students do not search around. Keep the detail that the phone call contains only three items; it shows how character speech sounds real: short, direct, and full of concrete information.