

两篇读后感对照点评：一篇像背书，一篇像说话

同一篇文章《第一次走夜路》，两个学生写了两篇读后感。甲篇开头：这篇文章讲述了作者第一次走夜路的经过，先写他害怕，再写他摔倒，最后写他到家，告诉我们面对困难要勇敢。这一段七十个字，复述了全文，没有一处只属于他的观察。乙篇开头：作者摔进沟里以后先摸作业本，本子没湿他才哭。我读到这里笑出声，又马上不笑了，因为我干过一样的事。乙篇引得短，还带反应，笑出声三个字把读者拉了进来。

甲篇的议：作者真勇敢，我们要学习他。两句话，没有为什么。乙篇的议：他先摸本子再哭，这个顺序特别真，害怕的人不会先关心疼不疼，只会先关心自己最怕的那件事。乙篇在解释情节，甲篇在给作者发奖状。

甲篇的联：我也走过夜路，那天很黑，我很害怕，后来我鼓起勇气走完了。没有日期，没有路名，没有害怕时做的具体动作，读者无法判断这事发生过。乙篇的联：去年十一月爷爷住院，妈妈夜里去医院陪床，让我九点自己从托管班走回家。小区路灯坏了两盏，我攥着钥匙，钥匙尖戳进手心。经过快递柜时我跑了起来，因为白天听人说柜子里有猫叫。那晚我给自己定了个规矩：不回头，但允许跑。乙篇有月份、有原因、有钥匙戳手心这种触觉，这就是联的差距。

甲篇的结：我以后再也不怕黑了，我要做勇敢的孩子。口号，而且假，谁都不信以后再也不怕黑。乙篇的结：现在想起那晚，我不觉得丢人。攥钥匙和摸作业本是同一种勇敢，小孩勇敢不是不害怕，是害怕着还把手边的事做完。

给甲篇开药方：删掉复述段，从文章里只挑摸作业本这一个情节重引；议补一句为什么；联重写，要求写出月份、地点、一个身体动作；结尾删口号，改成对那晚自己说的一句话。改完甲篇能到四百字以上，而且每段都有新东西。

对照的用处：写完自己的读后感，念一遍，问像背书还是像说话。像背书就回去补细节，像说话就合格了。

Two Reading Responses Compared: One Recites, One Speaks

Two students wrote responses to the same article, 'Walking Home in the Dark for the First Time'. Student A opens: this article tells the process of the author's first walk in the dark, first he was scared, then he fell, finally he got home, teaching us to be brave when facing difficulties. That opening is seventy words retelling the whole article, with not one observation that belongs only to him. Student B opens: after falling into the ditch, the author felt for his homework notebook, and only cried when he found it dry. I laughed out loud reading this, then stopped laughing right away, because I have done the same thing. Student B quotes briefly and adds a reaction; 'laughed out loud' pulls the reader in.

Student A's comment: the author is truly brave, we should learn from him. Two sentences, no why. Student B's comment: reaching for the notebook before crying is a

very true order, because a frightened person does not first care whether it hurts, only whether the thing they fear most is safe. Student B explains the scene; Student A hands out a certificate of merit.

Student A's connection: I have also walked in the dark; it was very black, I was very scared, and then I gathered courage and finished the walk. No date, no street name, no concrete action taken while scared; the reader cannot tell whether this ever happened. Student B's connection: last November my grandfather was hospitalized, my mother stayed at the hospital overnight, and I had to walk home from the after-school class by myself at nine. Two street lamps in our compound were broken; I gripped my key, its tip pressing into my palm. I started running when I passed the parcel lockers, because during the day I had heard someone say cats meowed inside them. That night I made myself a rule: no looking back, but running is allowed. Student B has a month, a reason, and the touch of a key pressing into a palm. That is the gap in the Connect step.

Student A's conclusion: from now on I will never be afraid of the dark; I will be a brave child. A slogan, and a false one; nobody believes never afraid again. Student B's conclusion: thinking of that night now, I do not find it shameful. Gripping the key and feeling for the notebook are the same kind of bravery; a child's bravery is not being unafraid, but finishing the task at hand while afraid.

The prescription for Student A: delete the retelling paragraph and quote only the notebook scene; add a why to the comment; rewrite the connection with a required month, place, and one body action; replace the slogan ending with one sentence said to himself that night. After these fixes, Student A's piece passes four hundred words, and every paragraph carries something new.

The use of comparison: after writing your own response, read it aloud and ask whether it sounds like reciting a text or like speaking. If it sounds like reciting, go back and add details; if it sounds like speaking, it passes.