

初中记叙文《我的老师》提分要点：把成长变化写清楚

初中记叙文的评分标准和小学不同。小学看有没有事，初中看这条事由头到尾推动了什么变化。写《我的老师》，想让作文上一个档次，抓住三个要点。

要点一：一件核心事件带两个辅助场景。不要写“老师关心我、老师认真、老师幽默”三件并列的事。选一件当主干，比如一次作文讲评课：老师把全班最差的一段和最好的一段都念出来，念到最差那段时没点名，下课后我才知道念的是我的。围绕这个主干，再配两个短场景：作文本上的长评语、办公室改稿。主干写三四段，辅助各一段，详略立刻出来。

要点二：把老师的方法写出来，不写老师的品德。语文老师怎么让你爱上写作？不是“他很有耐心”，而是具体手法：评语比正文还长，最后一条写“你的对话是抄来的，试着记一段今早食堂里真实听到的话”；课前五分钟朗读，读的不是名家，是同学们写的句子，谁写得好读谁的；改稿时拿红笔只做减法，删掉三个形容词后说：“你看，句子反而重了。”方法写出来，人物才立得住。

要点三：变化要有证据链。从讨厌写作到喜欢表达，中间要有一串可核对的行为：第一次按老师要求去食堂听了一耳朵对话，回来改了作文第三段；第二次主动把稿子拿去办公室，被删了六行；第三次月考作文，第一次没有凑字数；期末班级墙报贴出一篇你的短文。写变化不写“我从此爱上了语文”，写这四次动作，读者自己会数出成长。

语言上，初中允许一点文采，但文采要长在名词和动词上。“粉笔灰在讲台的木沿上积成薄薄一线”可以，“时光如白驹过隙，师恩如山”不行。全文比喻不超过两处，成语能不用就不用。

最后检查三件事：删掉所有直接评价老师的句子后，文章还剩多少内容；三个场景里老师说的话是否都短而具体；结尾是否落在一个动作或一个画面上。三问都过关，六百字左右的文章就稳了。

Scoring Points for a Junior-High Essay About My Teacher: Making the Growth Arc Clear

Marking criteria for junior-high essays differ from primary school. Primary school asks whether there is an event; junior high asks what change the event drove from start to finish. To lift My Teacher to the next level, hold on to three points.

Point one: one core event plus two supporting scenes. Do not list three parallel events like “the teacher cares, the teacher is serious, the teacher is funny”. Choose one as the trunk, for example a composition review class: the teacher read aloud the weakest paragraph in the class and the strongest one, and did not name the weak one; I only learned after class that it was mine. Around this trunk, add two short scenes: the long comment in the essay notebook, and the revision session in the office. Give the trunk three or four paragraphs and each support one, and the balance of detail appears at once.

Point two: write the teacher's methods, not the teacher's virtues. How does a Chinese teacher make you love writing? Not "he is patient" but concrete techniques: the comment longer than the essay itself, ending with "your dialogue is copied; go record something you actually heard in the canteen this morning"; the five-minute reading before class, where what gets read is not famous prose but sentences written by classmates, whoever wrote well; and during revision the red pen only subtracts, and after deleting three adjectives the teacher says: look, the sentence got heavier. Write out the methods and the character stands.

Point three: the change needs a chain of evidence. From hating writing to loving expression, there must be a string of checkable actions: the first time I actually went to the canteen to overhear dialogue and rewrote the third paragraph; the second time I carried my draft to the office myself and had six lines deleted; the third time, on a monthly test, I did not pad the word count for the first time; at term's end a short piece of mine went up on the class wall. Do not write "from then on I loved Chinese"; write these four actions, and readers will count the growth themselves.

On language, junior high allows a little elegance, but it must grow on nouns and verbs. "A thin line of chalk dust gathered on the wooden edge of the podium" works; "time flies like a white colt, a teacher's kindness is like a mountain" does not. No more than two similes in the whole essay, and avoid idioms where possible.

Finally check three things: after deleting every sentence that directly judges the teacher, how much content remains; whether the teacher's lines in all three scenes are short and concrete; whether the ending lands on an action or an image. Pass all three and a six-hundred-word essay is solid.