

一篇表扬日记的逐段点评：哪里写得好，哪里要改

下面是一篇假设的三年级日记，题目「今天老师表扬了我」。我们一段一段看，先引原文，再点评，最后给改法。日记全文三百多字，正好是练习的参照。

原文第一段：「10月20日 星期二 多云。今天早上早读课，我朗读课文，老师表扬了我，我心里特别开心。」点评：格式对了，但「特别开心」是空句，而且把结尾的心情提前说破了，后面就没悬念。改法：第一段只写事件开头——「早读课轮到我朗读《秋天的雨》，我站起来的时候，腿有点软。」把开心留给后面。

原文第二段：「我读得很流利，同学们都看着我。老师听着，脸上露出了满意的笑容。」点评：「很流利」是自己给自己打分，日记里可以，但少了过程；「满意的笑容」太笼统。改法：加一个读的过程——「读到『它把黄色给了银杏树』，我想起昨天妈妈让我读了三遍，就把声音放开了，像在家里给妈妈读一样。」笑容改成动作——「老师一只手按在讲台上，头一下一下地点，我读完，她笑了一下，眼角的皱纹挤在一起。」点头微笑落到了头和眼角上，这才是看得见的微笑。

原文第三段：「放学回家的路上，我把这件事告诉了妈妈，妈妈也笑了，说我要继续努力。」点评：这段顺序对了，但「我告诉妈妈」只有交代，没有画面；「继续努力」像大人讲话。改法：写我抢着说的样子——「出了校门我就喊：妈！老师今天夸我了！妈妈吓了一跳，问怎么了。我说：我朗读课文，老师点头了！我还把课文里那句银杏树背给妈妈听。」妈妈的话换成短的——「行，晚上再读两遍。」大人的话越短越像真的。

原文结尾：「今天真是难忘的一天。」点评：这是最要删的一句。日记的结尾应该停在一个动作或画面上。改法：「晚上我读了两遍。读第二遍的时候，妈妈在厨房跟着念了一句『它把黄色给了银杏树』，念错了字，我笑得差点咬到舌头。」笑收尾，难忘两个字不用写，读者自己知道。

整篇改完，字数没多多少，但每个场景都有了动作：腿软、点头、抢着喊、笑到咬舌头。这就是日记和流水账的区别——流水账记录事情，日记记录事情在身上的反应。抄这篇练习的同学，把课文换成你们正在学的，把妈妈换成家里接你的人，场景照搬没关系，细节必须换成你的。

A Praise Diary Reviewed Paragraph by Paragraph: What Works and What Needs Fixing

Below is an invented third-grade diary titled 'Today my teacher praised me.' We will read it paragraph by paragraph: quote the original, comment, then give the fix. The diary runs just over three hundred characters — a good reference for practice.

Paragraph one, original: 'October 20, Tuesday, cloudy. This morning in reading class I read the lesson aloud and the teacher praised me. I felt especially happy.' Comment: the format is right, but 'especially happy' is an empty sentence, and it spends the ending feeling at the start, killing any suspense. Fix: let the first

paragraph carry only the opening event — 'It was my turn to read Autumn Rain in morning reading. When I stood up, my legs felt weak.' Save the happiness for later.

Paragraph two, original: 'I read very fluently and all the classmates watched me. The teacher listened and showed a satisfied smile on her face.' Comment: 'very fluently' is grading yourself — allowed in a diary, but the process is missing; 'satisfied smile' is too vague. Fix: add the reading process — 'when I reached the line It gave yellow to the ginkgo trees, I remembered Mom making me read it three times yesterday, so I let my voice out, the same way I read at home to her.' Turn the smile into movement — 'the teacher pressed one hand on the podium, nodding her head up and down; when I finished, she smiled once, and the little lines at the corners of her eyes squeezed together.' The nod and smile now live in the head and the eye corners — that is a visible smile.

Paragraph three, original: 'On the way home I told Mom about it. Mom laughed too and said I should keep working hard.' Comment: the order is right, but 'I told Mom' is only a report with no picture, and 'keep working hard' sounds like an adult speech. Fix: write how I blurted it out — 'the second we were outside the school gate I shouted: Mom! The teacher praised me today! Mom jumped and asked what happened. I said: I read the lesson aloud and the teacher nodded! I even recited the ginkgo line to her on the spot.' Replace Mom's reply with something short — 'Good. Read it twice more tonight.' The shorter the adult's line, the more real.

Ending, original: 'What a truly unforgettable day.' Comment: this is the sentence to delete. A diary should stop on an action or an image. Fix: 'I read it twice at night. On the second reading, Mom followed along from the kitchen with the line It gave yellow to the ginkgo trees, got a character wrong, and I laughed so hard I nearly bit my tongue.' End on the laugh; the word 'unforgettable' never needs to appear — the reader already knows.

After the rewrite the length barely changed, but every scene now has a movement: weak legs, nodding, shouting first, laughing into the tongue. That is the difference between a diary and a running account — a running account records events; a diary records the events' reactions on your body. If you copy this one for practice, swap in the lesson your class is actually studying and swap Mom for whoever picks you up; borrowing the scenes is fine, but the details must become yours.