

一篇《我的老师》读后感范文逐段点评：好在哪里，怎么改

假设六年级某同学交了一篇读后感，题目是《读〈我的老师〉有感》，全文六百二十字。我们逐段看这篇习作哪里站得住、哪里要动刀。这个方法比闷头再写十篇管用：先学会给自己的文章挑毛病。

先看开头。原文第一段写：「今天我读了《我的老师》这篇文章，讲的是魏老师关心学生的故事，我读完后非常感动，深受教育。」这段三十七个字，毛病是全是对的但全没用。「非常感动」「深受教育」是任何读后感都能套的话，删掉不损失信息。改法：直接从课文里那个情节进。比如改成「魏老师假装发怒，同学们一眼看穿了，反而笑得更欢——我读到这里也笑了，因为我想起我们的王老师」。一句话就把读者带进场景，还提前埋下了自己老师。

再看引用部分。原文第二段把课文从第一段复述到最后一段，用了二百四十个字，快占全文四成。读后感不是缩写故事。留一个情节就够：假装发怒那个情节，写八十到一百字，其余删掉。判断标准很简单：这一段里有没有你自己的话？如果通篇都是「课文先写了什么，接着写了什么」，这就是复述，不是读后感。

第三段写自己的老师，原文只有九十个字：「我的王老师也很好，有一次我生病了，她送我回家，我很感动。」这是全文最该重、却最轻的一段。缺的是过程。假设真实情况是：那天放学下小雨，王老师骑着电动车送你到巷口，车只能停在外边，她把自己的雨衣披到你身上，自己半边肩膀湿了。把这些写进去：雨什么样子、雨衣什么颜色、她说了哪句话、你到家回头看见什么。这一段写到二百字，整篇文章立刻立起来。

结尾原文是：「老师真伟大，我以后一定要好好学习，报答老师。」口号味重。改法：把结尾落在一个具体的念头上。比如「现在我坐在教室里，想起王老师湿了一半的肩膀，忽然明白假装发怒和披雨衣是一回事——老师的那些办法里都藏着真心」。这个结尾既回了课文，又收在自己老师身上，不用喊「伟大」两个字。

改完统计：复述从二百四十字压到九十字，自己老师那段从九十字扩到二百二十字，全文字数没超，重心却从课文挪到了你身上。这就是读后感改稿的核心动作：砍复述，加自己的事。下次写完自己对照这四个部位查一遍，比等老师批改快得多。

A Paragraph-by-Paragraph Review of a Sample Reading Response to My Teacher: What Works and How to Fix It

Suppose a sixth-grader hands in a reading response titled *Reflections on Reading My Teacher*, six hundred and twenty characters long. Let us go paragraph by paragraph and see what stands and what needs the knife. This method beats blindly writing ten more drafts: first learn to find faults in your own writing.

Start with the opening. The original first paragraph reads: 'Today I read the article *My Teacher*. It tells how Teacher Wei cared for her students, and after reading I was very moved and deeply educated.' Thirty-seven characters, technically

correct and completely useless. 'Very moved' and 'deeply educated' fit any reading response ever written; deleting them loses nothing. The fix: enter straight through a scene from the text. For example: 'Teacher Wei pretended to be angry, the classmates saw through it at once and laughed even harder — I laughed too at this line, because it reminded me of our Teacher Wang.' One sentence pulls the reader into a scene and plants your own teacher early.

Next, the quotation part. The original second paragraph retells the text from beginning to end in two hundred and forty characters, nearly forty percent of the essay. A reading response is not a story summary. Keep one scene only: the pretend-anger scene, eighty to one hundred characters, delete the rest. The test is simple: are your own words in this paragraph? If the whole paragraph is 'first the text wrote this, then it wrote that,' it is retelling, not reflection.

The third paragraph is about the student's own teacher, and the original has only ninety characters: 'My Teacher Wang is also nice. Once I was sick and she walked me home, and I was moved.' This is the part that should be heaviest and is the lightest. What is missing is the process. Suppose what really happened was this: it was drizzling after school, Teacher Wang rode her electric scooter to the mouth of your lane, the vehicle could only stop outside, she took off her own raincoat and put it on you, and half her own shoulder got wet. Write it in: what the rain looked like, what color the raincoat was, exactly what she said, what you saw when you looked back at your door. Expand this paragraph to two hundred characters and the whole essay stands up at once.

The original ending reads: 'Teachers are truly great; I will study hard from now on and repay my teacher.' Heavy on slogans. The fix: land the ending on one concrete thought. For example: 'Now I sit in the classroom, remember the half-wet shoulder of Teacher Wang, and suddenly understand that pretending to be angry and lending a raincoat are the same thing — every trick a teacher uses hides a real heart.' This ending returns to the text and closes on your own teacher, without shouting the word 'great.'

After revision: retelling shrank from two hundred and forty characters to ninety, the paragraph about your own teacher grew from ninety to two hundred and twenty, the total length stayed within limits, but the center of gravity moved from the text to you. That is the core move in revising a reading response: cut the summary, add your own story. Next time you finish a draft, check these four parts yourself — far faster than waiting for the teacher's red pen.