

「平凡中的不平凡」读后感自查八问，四年级也能自己查

写完「平凡中的不平凡」这类读后感，可以对照八个问题自己查，不用等老师批改。每问带判断方法和改法。

一问：自己老师那件小事是不是选大了？判断：如果你写的是「老师送我回家」「老师给我补课」，那是大事，大事难写出「平凡」。改：换事。换成像课前擦黑板、写日期、把后排桌子对齐这种根本不像「事」的事。

二问：小事有没有写成一句话？判断：「老师每天都帮我们对齐桌子」就是一句话，一句话撑不起全文。改：连问自己三个问题再写——她什么时候对齐的？怎么对？别人注意到过吗？三个答案写出来，一句话就变成一小段。

三问：大词贴上去了吗？判断：全文搜「伟大」「奉献」「蜡烛」「园丁」「默默无闻」，出现一个就是贴上去了。改：删掉，看那段还站不站得住。站不住，说明那段本来靠大词撑着，把删掉的空位用细节补上。

四问：文中的感人细节真的感人吗？判断：如果你引的是「老师深夜批改作业」，这个细节太旧，一半人会写它。改：换成只有这篇课文有的东西——老师拿粉笔的手势、讲台上摆的东西、下课总重复的那句话。

五问：感悟是从事件里长出来的，还是外挂的？判断：遮住写事件的两段，只读感悟段。如果感悟段单独也成立，它就是外挂的。改：重写感悟，第一句必须点到两件小事之一。比如「讲台上那盒新粉笔，和文中黑板角落的词语，是同一种东西」。

六问：三个素材齐不齐？按顺序点：文中感人细节、自己老师的小事、感悟。最常缺的是感悟——讲完故事就停，没有一句「这让我想到什么」。

七问：开头是不是还留着「今天我读了……深受感动」？有就删。改：第一句直接进细节，比如「文中黑板角落那行词语，写了一百七十多天」。

八问：字数对不对？判断：超过五百字，多半在复述课文，把复述压到一百字以内；低于三百字，多半小事写成了一句话，回到二问。

八问过一遍，通常能改掉四五处。最后只留一个标准：读完这篇，读者能不能说出老师做的那件小事是什么、不平凡在哪。能说出来，这篇就成了。

Eight Self-Check Questions for the Extraordinary-in-the-Ordinary Reading Response, Simple Enough for a Fourth Grader

After finishing an Extraordinary-in-the-Ordinary reading response, check it yourself against eight questions instead of waiting for the teacher's red pen. Each question comes with a test and a fix.

One: did you pick too big an event for your own teacher? Test: if you wrote 'the teacher walked me home' or 'the teacher tutored me,' that is a big event, and big events resist the ordinary. Fix: swap the event. Swap it for something that barely counts as an event — erasing the board before class, writing the date, squaring up the back row of desks.

Two: did the small event collapse into one sentence? Test: 'The teacher squares our desks every day' is one sentence, and one sentence cannot carry an essay. Fix: ask yourself three questions before writing — when does she square them? How? Has anyone ever noticed? Write the three answers and the sentence becomes a paragraph.

Three: did big words get pasted on? Test: search the essay for great, devotion, candle, gardener, silent sacrifice. One hit means paste. Fix: delete them and see if the paragraph still stands. If it collapses, it was propped up by big words; fill the hole with details.

Four: is the moving detail from the text actually moving? Test: if you quoted 'the teacher graded homework late at night,' that detail is worn out — half the class will write it. Fix: replace it with something only this text has: the way the teacher holds chalk, what sits on the podium, the sentence she repeats at every dismissal.

Five: did the reflection grow out of the events, or is it bolted on? Test: cover the two event paragraphs and read only the reflection. If it stands alone, it is bolted on. Fix: rewrite it so its first sentence touches one of the two small events. For example: 'That new box of chalk on the podium and the words in the corner of the text's blackboard are the same kind of thing.'

Six: are all three materials present? Check in order: the moving detail from the text, the small event about your teacher, the reflection. The reflection is what goes missing most often — the story ends and the essay stops with it, with no line about what it made you think.

Seven: does the opening still say 'Today I read... and was deeply moved'? If so, delete it. Fix: open straight inside a detail, such as 'That line of vocabulary in the corner of the text's blackboard was written for over one hundred and seventy days.'

Eight: is the length right? Test: over five hundred characters usually means retelling — compress the retelling under one hundred. Under three hundred usually means the small event is still one sentence — go back to question two.

Run the eight and you will usually fix four or five spots. Keep one final standard: after reading, can the reader say what the teacher's small deed was and where the extraordinary lies? If they can, the essay is done.