

一篇读后感范文逐段点评：《水下的那一秒》

下面是一篇假设的四年级学生读后感，题目叫《水下的那一秒》，共五段。我们一段一段看它好在哪、差在哪，改法照着做就行。

引段原文：文章里写作者第一次潜水，教练让她数三秒再睁眼，她数到二就慌了，脚一蹬站了起来，第二次数满三秒，看见了池底的瓷砖。点评：这一段符合只挑一个情节的要求，有对话、有动作、有结果，是合格的引。不用改。

议段原文：我觉得她很勇敢。点评：问题出在只有一句评价，没有说清为什么打动了你。改法是接着问自己：她第二次和第一次有什么不同？补一句：她第二次没有等教练催，自己数完了三秒，这说明害怕的时候可以只跟自己比。

联段原文：我学游泳的时候也害怕，有一回老师让我们把头埋进水里，我憋着气下去了，什么也没看见，只听见咕噜咕噜的声音，后来我多练了几次，就能睁眼看东西了。点评：经历具体，有声音细节，这是全文最好的段落。差一步：没有和引段呼应。在段首加半句：和文章里的作者一样，我一开始也数不满三秒，两段就连起来了。

结段原文：原来害怕是正常的，多练一次就多一分胆量。点评：收尾干净，是一句自己的话，不是抄来的口号。可以再落地一点，加半句：现在我做新动作之前，会先像她那样数三秒。

整篇的修改量不大：引段和结段保留，议段补一问一答，联段加半句呼应。改完全文大约多六十个字，仍在字数范围内。顺带说题目：《水下的那一秒》取自文中情节里的数秒动作，和经历里的憋气练习也对得上，这种从细节里取题的办法可以直接学。这个例子说明读后感不是重写，而是把已有的段落各修一处。

A Sample Reading Response Annotated Paragraph by Paragraph

Below is an assumed fourth-grader's reading response titled 'The Second Underwater', five paragraphs long. We will look at it paragraph by paragraph: what works, what needs fixing, and how to fix it directly.

The quote paragraph: The article describes the author's first dive. The coach told her to count three seconds before opening her eyes. She panicked at two, kicked off, and stood up. The second time she counted the full three and saw the tiles on the pool bottom. Comment: this paragraph meets the rule of picking a single scene, with dialogue, action, and a result. It is a proper quote. No change needed.

The reflection paragraph: I think she is brave. Comment: the problem is that it is only one judgment, without explaining why the scene moved you. The fix is to keep asking: what was different the second time versus the first? Add a line: this time she did not wait for the coach; she counted the three seconds on her own, which shows

that when you are afraid you only need to compare with yourself.

The connection paragraph: When I learned to swim I was scared too. Once our teacher told us to put our heads underwater. I held my breath and went down, saw nothing, and only heard gurgling sounds. After practicing a few more times I could open my eyes and see things. Comment: the experience is concrete, with a sound detail, making it the best paragraph in the piece. One step is missing: it does not echo the quote paragraph. Add a half-sentence at the start: like the author in the article, I could not finish counting to three at first, and the two paragraphs link up.

The conclusion paragraph: So being afraid is normal; one more practice adds one more bit of courage. Comment: the ending is clean, in the student's own words rather than a copied slogan. It could land a little more concretely: add half a line saying that now, before trying a new move, she counts to three first, just like the author.

The total revision is small: keep the quote and conclusion, add one question and answer to the reflection, add half a sentence of echo to the connection. The revised piece grows by about sixty words and stays within the limit. A note on the title: 'The Second Underwater' comes from the counting action in the quoted scene, and it also matches the breath-holding practice in the experience, so this way of taking a title from a detail can be copied directly. This example shows that a reading response is not rewritten from scratch; each existing paragraph gets one repair.