

初中生记叙文的结构法：成绩单、深夜复习、看分数时的笑怎么排布

写那次考试后我终于让妈妈放心，六百字，三个素材是成绩单、深夜复习、妈妈看分数时的笑。初中生作文和小学作文的区别在于要有议论，但议论一多就空。下面这套结构能把议论压到最少，还显得有想法。

第一段用倒叙。不写我考砸了很难过，直接写成绩单：月考成绩单发下来那天，数学一栏的数字比上次掉了三十七分，我把纸对折两次塞进书包夹层，打算等它自己凉。开头三行完成三件事：分数、藏的动作、拖延的心态。藏这个动作是全文的钩子，后面妈妈发现的一切从这里长出来。

第二段交代转折，要短。妈妈怎么发现的写两行就够：家长会后她把那张对折的纸从夹层里抽出来，没骂，只说了一句下周开始我陪你到十点。转折的关键不是妈妈说了什么大道理，而是她做了什么具体的事，陪到十点比任何道理都有分量。

第三段深夜复习是全文主体，写到具体到分钟。别写我每天复习到深夜，写十点半：白天漏的题从错题本第一页开始补，一道二次函数题卡了二十分钟，把辅助线擦了三次，第三次把条件列成三行小字写在题旁边才做出来。写十一点：眼皮打架，用冷水拍了一下手腕内侧，继续。写具体钟点和具体动作，努力才可感；努力不可感，结尾的放心就立不住。

第四段妈妈看分数时的笑，写克制。期末成绩出来，妈妈接过成绩单，先看数学那一栏，看完把纸放平在桌上，像怕弄皱。笑写两处：先是呼了一口气，肩膀落下来，这是如释重负；然后嘴角动了一下，说了一句这次卷子的最后大题你弄懂了，这是比分数更在意的东西。初中生作文里妈妈的笑不该是惊喜，该是放心，放心比惊喜成熟。

结尾议论三十字以内，三个办法防空泛：一，议论必须从刚才的画面里长出来，比如从肩膀落下来这个动作接一句，原来她要的不是分数，是我没放弃；二，议论只写一句，多一句都删；三，议论里不出现努力、感恩、成长这类大词。按这套写完自查：成绩单有没有藏的动作，复习有没有钟点，笑有没有肩膀先于嘴角。三样都在，议论自然不空。

Structuring the Grade-Recovery Essay for Junior High

To write the essay about finally reassuring mom after that exam, six hundred words, the three materials are the report card, late-night review, and moms smile while reading the score. What separates a junior high essay from an elementary one is argument, but too much argument turns hollow. The structure below keeps argument minimal while still showing thought.

Open with flashback in paragraph one. Do not write that I failed and felt awful. Write the report card directly: the day the monthly test results came out, the math

column had dropped thirty-seven points from last time; I folded the paper twice and slid it into the hidden pocket of my schoolbag, planning to let it go cold on its own. Three lines finish three jobs: the score, the hiding action, the stalling mindset. Hiding is the hook; everything mom discovers later grows from here.

Paragraph two explains the turn, and keeps it short. Two lines on how mom found out: after the parents meeting she pulled the folded paper from the hidden pocket, did not scold, and said one sentence, starting next week I will keep you company until ten. The key of the turn is not a lecture from mom but a concrete thing she does; keeping company until ten outweighs any lecture.

Paragraph three, the late-night review, is the body, written down to the minute. Do not write that I reviewed late every night. Write ten thirty: missed daytime problems get redone from page one of the mistake notebook, one quadratic function problem stalls for twenty minutes, the auxiliary line erased three times, and on the third try writing the conditions as three small lines beside the problem finally cracks it. Write eleven: eyelids fighting, splashing cold water on the inner wrist, continuing. Concrete hours and concrete actions make effort tangible; if effort is intangible, the reassurance at the end cannot stand.

Paragraph four, moms smile at the score, written with restraint. Final grades come out; mom takes the report card, reads the math column first, then lays the paper flat on the table as if afraid to crease it. Two smiles: first a long breath out, shoulders dropping, that is relief; then her mouth moves once and she says you understood the last big problem on this paper, which matters more than the score. In a junior high essay moms smile should not be surprise but reassurance, and reassurance is more mature than surprise.

Keep the closing argument under thirty words, three ways to keep it from going hollow. One, it must grow from the scene just shown, like picking up the dropping shoulders with the line: what she wanted was never the score but proof I had not given up. Two, one sentence only, delete any more. Three, no big words like effort, gratitude, or growth inside it. After writing, check: did the report card get hidden, did the review have clock times, did the smile pass through shoulders before mouth. All three present, and the argument stays honest.

范文点评：《对折两次的纸》——议论怎么从动作里长出来

下面这篇假设的范文约六百二十字，题目叫对折两次的纸。点评重点在议论：这篇只在结尾用了一句议论，却比通篇喊口号有力，我们看它怎么做到的。

第一段原文：那张数学成绩单我到现在还留着，对折两次的折痕已经发白。它躺在抽屉最里面，提醒我上个月它是怎么被藏起来的。点评：从现在回望开头，折痕发白是时间感，藏起来是悬念，两句话把读者按在座位上。可加半句：它旁边还压着一张期末成绩单，悬念就有了对照。

第二段原文：月考成绩出来那天，数学一栏的数字让我把纸对折两次。家长会后妈妈从书包夹层里把它抽出来，我以为要挨骂，她只说：从明天起，我陪你到十点。点评：我以为要挨骂这五个字写的是孩子的预判，和妈妈的反应形成落差，落差就是文章的情绪。建议保留原样，这段不用改。

第三段原文：那之后的每个晚上，十点半开始补白天的漏。一道二次函数题我卡了二十分钟，辅助线擦了三次，第三次把已知条件拆成三行写在旁边才做出来。十一点眼皮打架，我用冷水拍手腕内侧，继续。点评：这段是全文的骨头。二十分钟、三次、三行、十一点、手腕内侧，五个具体数字和动作把努力钉死了。议论之所以能省，全靠这段把该说的都用动作说了。要学的是：写努力不写努力两个字。

第四段原文：期末成绩出来，妈妈接过单子，先看数学，看完把纸放平，像怕弄皱。她呼了一口气，肩膀落下来，然后嘴角动了一下，说：这次最后那道大题你看懂了吧。点评：肩膀落下来先于嘴角，这个顺序是全文最准的一笔，如释重负写在身体上。最后那道大题比分数重要，这句台词把妈妈的人设立住了：她在意的是学没学会，不是数字。

第五段原文：看着她落下去的肩膀，我忽然明白，她要的从来不是那个数字，是我没有把那道题放弃。点评：这就是那句唯一的议论。它有力，因为它不是从天上掉下来的道理，是从上一段肩膀落下来这个动作里长出来的。对比一下：如果换成我以后一定要努力学习，不辜负妈妈，三句口号，全空。议论防空泛的根子在这：先有画面，再从画面里抽一句，抽完就停。

整篇看，骨头在第三段的数字，情绪在第二段的落差，议论在第五段的一句。三处各司其职，这篇就稳。

Review: How Argument Grows Out of Action

The sample below, about six hundred and twenty words, is titled The Paper Folded Twice. The review focuses on argument: this essay uses exactly one argument sentence at the end, yet it hits harder than a whole piece of slogans. Let us see how.

Paragraph one: I still keep that math report card today, the crease from folding it twice gone white. It lies at the bottom of my drawer, reminding me how it was hidden last month. Comment: looking back from now, the white crease gives a sense of time, and hidden sets suspense; two sentences pin the reader to the seat. Add half a line: beside it sits a final exam report card, and the suspense gains a contrast.

Paragraph two: the day the monthly results came out, the number in the math column made me fold the paper twice. After the parents meeting mom pulled it from the hidden pocket of my bag; I expected a scolding, and she only said: starting tomorrow,

I keep you company until ten. Comment: I expected a scolding is the child's prediction, and the gap between it and mom's reaction is the essay's emotion. Keep this paragraph as it is.

Paragraph three: every night after that, ten thirty, redone the day's gaps. One quadratic function problem stalled me for twenty minutes, the auxiliary line erased three times, and on the third try I broke the given conditions into three written lines beside it and finally solved it. At eleven my eyelids fought, I splashed cold water on my inner wrist, and went on. Comment: this is the skeleton. Twenty minutes, three times, three lines, eleven o'clock, inner wrist, five concrete numbers and actions nail effort down. The argument can be saved precisely because this paragraph already said everything through action. The lesson: to write effort, do not write the word effort.

Paragraph four: final grades came out, mom took the sheet, read math first, then laid the paper flat as if afraid to crease it. She breathed out, her shoulders dropped, then her mouth moved once: you understood that last big problem this time, right. Comment: shoulders dropping before the mouth is the truest stroke, relief written on the body. The last big problem mattering more than the score, that line of dialogue sets mom's character: she cares whether you learned it, not the number.

Paragraph five: watching her shoulders fall, I suddenly understood that what she wanted was never that number, but that I had not given up on the problem. Comment: this is the single argument sentence. It works because it is not a truth dropped from the sky; it grew out of the falling shoulders in the paragraph before. Compare: replace it with I will study hard from now on and not let mom down, three slogans, all hollow. The root of keeping argument honest is here: picture first, then draw one sentence out of the picture, and stop once drawn.

Overall, the skeleton is the numbers in paragraph three, the emotion is the gap in paragraph two, the argument is the one sentence in paragraph five. Each doing its own job, and the essay is steady.

误区清单：写考试与妈妈的笑，五个最常见的写崩点

成绩退步、努力追赶、妈妈笑了，这条线在初中作文里出现频率极高，写崩的方式也高度一致。五个误区，对照自查。

误区一：苦情开场。试卷像一块石头压在我心上，我拖着沉重的脚步回家。开头就石头、就沉重，读者还没认识你就先替你难受。改法：开场只写事实，分数多少、你把卷子放哪了。情绪让读者自己产生，作者不许替读者难受。

误区二：复习写成时间表。六点吃饭，七点写作业，八点复习，九点预习，十点睡觉。这不是记叙文，是作息表。改法：只挑一个晚上写透，写到分钟，写一道题怎么卡住、怎么绕过去。一个晚上写透，胜过七天的流水账。

误区三：妈妈前后像两个人。前半段妈妈凶得摔门，后半段妈妈温柔得流泪，中间没有过渡。人物就假了。改法：妈妈的态度只变一次，而且用动作变，比如她第一次陪你到十点时坐在旁边织一件织不完的手套，第二次你抬头发现手套放下了，她在看你那道题。态度藏在织不织手套里，人物就连贯了。

误区四：笑写成喜极而泣。妈妈流下了激动的泪水。初中生这个年纪，妈妈更可能克制。改法：写如释重负的身体反应，呼一口气、肩膀落下来、把成绩单放平。泪水删掉，克制的笑比流泪高级。

误区五：结尾议论喊口号。我暗下决心，今后一定努力学习，用更好的成绩回报妈妈。三句话没有一个落点。改法：议论从倒数第二段的画面里抽，比如从妈妈看你那道题这个动作接一句：她要的从来不是数字，是我没放弃。一句，句号，结束。

自查五条：开场是不是只有事实没有石头；复习有没有写透一个晚上；妈妈的态度变化有没有动作过渡；笑是不是克制而不是流泪；议论是不是只有一句且从画面里长出来。五条全过，这篇在班里能进前头。哪条没过，回到对应误区改一处。这类题真正拉开差距的不是情节，情节大家都一样，差距全在动作具不具体、笑克不克制。

Five Ways the Exam-and-Mom Essay Falls Apart

The plot of slipping grades, catching up, and mom smiling appears constantly in junior high essays, and the ways it falls apart are just as consistent. Five mistakes, check yourself against them.

Mistake one: a misery-soaked opening. The test paper pressed on my heart like a stone; I dragged my heavy steps home. Stone and heavy in the first line, and the reader pities you before knowing you. Fix: open with facts only, the score and where you put the paper. Let the reader feel; the author is not allowed to feel for the reader.

Mistake two: review written as a timetable. Dinner at six, homework at seven, review at eight, preview at nine, bed at ten. That is not a narrative, it is a daily schedule. Fix: write one single evening all the way through, down to the minute, one problem getting stuck and how you got around it. One evening written deep beats seven days of running water.

Mistake three: mom becomes two different people. First half she slams doors, second half she weeps with tenderness, no bridge between. The character turns fake. Fix: let her attitude change once, and change it through action, like her knitting an

unfinished pair of gloves beside you the first night she keeps you until ten, and the second night you look up to find the gloves set down while she watches your problem. Attitude hidden in whether the knitting continues, and the character stays coherent.

Mistake four: the smile written as tears of joy. Mom shed tears of excitement. At this age, moms are likelier to hold back. Fix: write the relieved body response, a long breath, shoulders dropping, the report card laid flat. Delete the tears; a restrained smile outclasses weeping.

Mistake five: the closing argument as a slogan. I silently resolved to study hard from now on and repay mom with better grades. Three sentences, none with a landing point. Fix: draw the argument from the image in the second-to-last paragraph, like from her watching your problem, one line: what she wanted was never the number but that I had not given up. One sentence, period, done.

Five checks: is the opening facts without stones; did you write one evening of review all the way through; does moms attitude change have an action bridge; is the smile restrained rather than tearful; is the argument one sentence grown from the picture. Pass all five and this essay lands in the top of the class. Fail one and go back to that mistake and fix one spot. What truly separates these essays is not plot, the plot is the same for everyone; the gap is entirely in whether actions are concrete and whether the smile holds back.