

# Research on teaching strategies of the "Practical Reading and Communication" unit in primary school Chinese based on backward design

*Wei Zhang*

School of Education, Beijing Union University, Beijing, China

zwxhd333@163.com

---

**Abstract.** To explore the teaching effectiveness of the "Practical Reading and Communication" task group, a questionnaire survey was conducted on 103 fifth-grade students from a primary school in Beijing to diagnose their learning status. The results revealed four major problems among students, namely vague cognition, difficult transfer, disconnected expression, and motivation dependence. In response, based on the backward design theory, a unit teaching plan centered on "Words Blossoming in Writing, Essays Spreading Among All" was constructed. The conclusion indicates that this design, through integrated tasks, progressive learning paths and authentic scenarios, can effectively promote the transformation of knowledge into literacy, providing a specific path for the teaching of task groups.

**Keywords:** Practical Reading and Communication, backward design, primary school Chinese, unit integrated teaching

---

## 1. Introduction

With the deepening of Chinese curriculum reform oriented towards core competencies, the *Compulsory Education Chinese Curriculum Standards (2022 Edition)* has innovatively proposed the curriculum organization form of "learning task groups". Among them, "Practical Reading and Communication", as a developmental task group, aims to promote the transformation of Chinese learning from the mastery of static knowledge to the application of language in authentic scenarios, so as to realize the return of the disciplinary educational value. However, there is an obvious disconnect between the advancement of the concept and the inertia of teaching practice.

Relevant surveys show that current composition teaching focuses on teachers' explanation of writing methods, while neglecting the teaching guidance of students' writing thinking. It merely carries out teaching activities in accordance with the classroom teaching mode based on the basic framework and requirements of composition writing [1]. The teaching of composition units, represented by the fifth unit of the fifth-grade Volume One, often presents a situation of "forward design": teachers teach texts article by article, analyze writing methods, and finally assign writing tasks. This mode is prone to lead to vague learning objectives, disconnection between evaluation and teaching, and lack of real motivation for writing tasks, making it

difficult for "practicality" to be truly implemented. Although existing studies have sought breakthroughs from the perspectives of scenario creation and task design, there is still a lack of a systematic unit overall design framework that can connect objectives, evaluation and learning experience.

Therefore, this study conducts a survey from the students' perspective to understand their learning situation of this learning task group, analyzes the underlying causes, and introduces the backward design theory to reconstruct the teaching of the fifth unit of the fifth-grade Volume One in primary school Chinese. It attempts to reversely plan learning activities through the ultimate performance task of "compiling a museum handbook" and corresponding evaluation criteria, thereby providing a theoretically clear and operationally specific example for the implementation of the "Practical Reading and Communication" learning task group in composition units, promoting the consistency of "teaching-learning-assessment", and offering direct reference for frontline teaching.

## 2. Theoretical basis

This study takes the backward design concept proposed by American educators Grant Wiggins and Jay McTighe as the core design framework. Backward design is a method of designing curriculum or unit learning oriented towards expected goals. Its design idea is to take the understanding of core concepts as the starting point and end point of teaching, then seek support based on the expected learning outcomes, take students' performance in classroom teaching as the basis for teaching evaluation, and finally formulate specific learning activities according to the expected goals and evaluation evidence. It can be briefly summarized into three stages: "identifying desired results—determining acceptable evidence—planning learning experiences and instruction" [2]. Therefore, the "backwardness" of its thinking is reflected in the fact that this teaching idea is cause-oriented from effect, that is, reversely designing evaluation methods and teaching activities "starting with the end in mind", which effectively avoids the drawbacks of traditional "forward design" such as the disconnection between activities and goals and lagging evaluation, providing an operable path for realizing the consistency of "teaching-learning-assessment" [3]. For the "Practical Reading and Communication" learning task group focused on in this study, backward design is exactly the systematic guarantee to ensure that all learning activities ultimately point to the end of "completing real language application tasks".

The "starting with the end in mind" setting in backward design also needs theoretical support. Foreign practical research on situated learning theory has formed relatively mature teaching models, including cognitive apprenticeship teaching model, anchored instruction model and reciprocal teaching model [4]. Among them, the anchored instruction model was formally introduced by the Cognition and Technology Group (CTG) at Vanderbilt University led by John Bransford, marking the transformation from theoretical model to teaching application. This model is constructed around "anchors", aiming to solve specific problems, create authentic scenarios relying on modern educational technology, combine individual initiative and inquiry-based learning through cooperative learning and interactive communication, and experience the complete process from problem identification to solution, so as to cultivate students' ability to cope with real-life challenges [5]. This provides a direct theoretical basis for this study to create the authentic and practical task of "compiling a museum handbook, drifting and connecting you and me".

The *Compulsory Education Chinese Curriculum Standards (2022 Edition)* clearly states that the Chinese curriculum is a comprehensive and practical curriculum for learning the application of the national standard spoken and written language. As one of the six learning task groups, "Practical Reading and Communication" is originally intended to guide students to express themselves clearly and appropriately, transmit information effectively, and develop core competencies in authentic language application scenarios. Therefore, the design

of this study conforms to the curriculum nature of the new curriculum standards and the functional positioning of the learning task group at the disciplinary level, which is a specific response to the practical turn of the Chinese curriculum [6].

### 3. Questionnaire survey

#### 3.1. Questionnaire design

This questionnaire survey was conducted on 111 fifth-grade students from 4 classes of School A in Beijing. The questionnaire included 9 questions, among which 6 were single-choice questions, 2 were multiple-choice questions and 1 was an open-ended question. Paper questionnaires were distributed to students during recess, with a response time of 15 minutes. Questionnaires with multiple choices for single-choice questions and regular answering patterns were regarded as invalid. After excluding 8 invalid questionnaires, the effective recovery rate was 92.8%, and a total of 103 valid questionnaires were finally analyzed.

In the process of questionnaire design, the author fully considered the age characteristics and cognitive level of students, referred to a large number of relevant studies, and sought help from experienced frontline teachers to ensure that the questions were clearly expressed and easy to understand. In addition, some questions were provided with multiple options for students to choose from, so as to more accurately understand their views and attitudes. A total of 9 questions were designed in the student questionnaire, investigating students' learning from four dimensions: cognitive understanding dimension, ability application dimension, communication and expression dimension, and learning experience and attitude dimension (see Table 1).

**Table 1.** Dimensions of the student questionnaire

Dimension	Indicators	Question Numbers
Cognitive Understanding	Students' basic cognition and conceptual understanding of the "Practical Reading and Communication" task group	1, 2, 4
Ability Application	Students' practical abilities in practical text reading, information sorting and method transfer	3, 5, 6, 8
Communication and Expression	Students' oral communication and self-expression abilities in authentic contexts	7
Learning Experience and Attitude	Students' interest, perception of difficulties and learning attitude towards the "Practical Reading and Communication" learning task group	9

#### 3.2. Statistical results of the survey

The following is an analysis of the performance of fifth-grade students from this school in the "Practical Reading and Communication" learning task group based on the questionnaire survey results.

##### 3.2.1. Cognitive understanding dimension

The survey data show that students' overall cognition of the "Practical Reading and Communication" task group is still in the initial stage. Only 35.9% of the students can identify and extract practical reading methods from relevant texts, while nearly 30% of the students only stay at the level of "having heard of it", and another 17.5% of the students do not understand the concept at all (see Table 2). At present, most students have not established a complete structural and functional schema for this task group, and their cognition is mostly in a "fragmented" state. Although more than 90% of the students can identify or initially apply descriptive methods

after learning expository texts such as *The Sun*, this more reflects the mastery of skills in single texts rather than the systematic understanding of the purpose, strategies and scenarios of "practical reading" under the framework of task groups. Vygotsky's "zone of proximal development" theory points out that teaching should focus on building "conceptual scaffolding" [7], helping students jump from the cognition of single text methods to the understanding of the overall functions and learning paths of the task group, so as to lay a cognitive foundation for their ability transfer.

**Table 2.** Statistical results of the cognitive understanding dimension

Number	Question	Question Type	Options	Number of Respondents (Person)	Proportion (%)
1	What is your level of understanding of the "Practical Reading and Communication" learning task group in primary school Chinese?	Single-choice	A. Have heard of it	30	29.1
			B. Can name 1-2 texts belonging to this task group	18	17.5
			C. Can find practical reading methods from such texts	37	35.9
			D. Don't know, have never heard of it	18	17.5
2	Do you know which modules are included in the "Practical Reading and Communication" learning task group?	Single-choice	A. Practical text reading and oral communication	19	18.4
			B. Practical text reading and writing	14	13.6
			C. Practical text reading, oral communication, writing and other parts	44	42.7
			D. Not clear	26	25.2
4	What have you learned from learning expository texts like <i>The Sun</i> ?	Single-choice	A. Have learned to summarize and apply descriptive methods to clarify the characteristics of things	52	50.5
			B. Have learned to extract the descriptive methods used in the article	43	41.7
			C. Don't know	8	7.8

### 3.2.2. Ability application dimension

In this dimension, students show obvious interest preferences and method dependence. Students have a high interest in narrative texts and expository texts, while their attention to non-continuous texts and practical writing is significantly low, which reflects to a certain extent that the connection between learning content and students' real life experience is not close enough. In terms of information sorting strategies, the relatively passive method of "taking notes" dominates, while the usage rates of "making outlines" and "making tables", which require higher organizational and planning abilities, are low, indicating that students' high-level information processing and structuring abilities need to be developed (see Table 3). More notably, in the link of knowledge transfer and creative output, only 26.2% of the students take the initiative to try to apply newly learned methods for creation in class, while more than 60% of the students tend to acquire knowledge through discussion. Question 5 is an open-ended question. After collecting the paper questionnaires, the author scored them for analysis. The scoring criteria are as follows: blank answers are scored 1 point; only writing sentences without listing the descriptive methods used or only listing descriptive methods without writing sentences are

scored 2 points; sentences with only one matching descriptive method listed are scored 3 points; meeting the requirements of the question, both writing complete sentences and listing two corresponding descriptive methods are scored 4 points; sentences with beautiful expression and correctly listing three or more corresponding descriptive methods are scored 5 points. The results of this question further confirm the above problems: 45.6% of the students are in a separated state where they can only write sentences or list methods, and only 25.2% of the students can completely realize the "sentence-method" matching and flexible application (see Table 4). Current teaching may focus on the discussion and understanding of text content, but insufficiently on creating authentic tasks and guiding students to transform what they have learned from reading into oral or written output, resulting in students having more "knowledge" than "practice" and being better at "understanding" than "application".

**Table 3.** Statistical results of the ability application dimension

Number	Question	Question Type	Options	Number of Respondents (Person)	Proportion (%)
3	Which type of practical texts have you learned and are interested in?	Multiple-choice	A. Narrative texts: short articles about personal, family, school life and nature, scientists' biographies, etc.	76	73.8
			B. Expository texts: expository texts about nature, scientific and technological expository texts, etc.	64	62.1
			C. Non-continuous texts: signs, diagrams, instructions involved in social places, etc.	19	18.4
			D. Practical writing: message notes, leave applications, simple letters, mind maps, etc.	30	29.1
6	What methods do you often use when sorting out and presenting information?	Multiple-choice	A. Making outlines	41	39.8
			B. Taking notes	88	85.4
			C. Drawing mind maps	55	53.4
			D. Making tables	34	33.0
8	When learning expository texts in class	Single-choice	A. Try to apply newly learned methods for creation (including oral and written)	27	26.2
			B. Acquire valuable learning content through communication and discussion with partners	63	61.2
			C. Only express your own opinions without interactive communication when discussing with classmates	8	7.8
			D. Just listening to the teacher is enough	5	4.9

**Table 4.** Score level distribution of question 5 (open-ended question)

Level	Number of Respondents (Person)	Proportion (%)
1	11	10.7
2	47	45.6
3	18	17.5
4	26	25.2
5	1	0.01

### 3.2.3. Communication and expression dimension

It can be found from this question that nearly half of the students have good impromptu expression and interactive response abilities, but 34.9% of the students still rely on pre-prepared manuscripts, and another 17.5% of the students avoid participating in election activities due to unclear expression (see Table 5). This reflects the unbalanced development of students' oral communication abilities, and there is an overall transformation dilemma from "recitation and reproduction" to "situational adaptation". Current teaching may lack the design of sufficient diverse communication scenarios close to students' lives, leading to some students being unable to transform the expression skills learned in class into communication abilities flexibly used in authentic contexts.

**Table 5.** Statistical results of the communication and expression dimension

Number	Question	Question Type	Options	Number of Respondents (Person)	Proportion (%)
7	Can you clearly recommend yourself in the class cadre election?	Single-choice	A. Yes, I can express myself fluently and answer everyone's questions on the spot	49	47.6
			B. I can only memorize the written manuscript in advance and then show it	36	34.9
			C. Don't want to participate in the election because I can't express myself clearly	18	17.5

### 3.2.4. Learning experience and attitude dimension

In this dimension, 85.4% of the students think that learning this task group is not difficult, mainly attributed to "easy to understand in class" or "able to transfer methods for creation". This indicates that current teaching has achieved good results in terms of content comprehensibility and skill accessibility. However, 14.6% of the students still feel difficult, with the reasons focusing on "tight time, disconnection from real life" and "boring texts, lack of interest" (see Table 6). This warns us that even if the overall feedback is positive, there are still some students who feel alienated due to the weak connection between learning content and personal experience and interests, or the mismatch of learning rhythm. Teaching needs to pay more attention to students' individual differences and emotional experience, and enhance the authenticity and interest of learning tasks to promote the in-depth participation of all students.

**Table 6.** Statistical results of the learning experience and attitude dimension

Number	Question	Question Type	Options	Number of Respondents (Person)	Proportion (%)
9	Do you think it is difficult to learn the "Practical Reading and Communication" learning task group?	Single-choice	A. Difficult, because the time is tight and the learning tasks are disconnected from real life	5	4.9
			B. Difficult, because the text content is relatively boring and not interesting	10	9.7
			C. Not difficult, because it is easy to understand the text content during classroom learning	67	65.0
			D. Not difficult, because I can create (oral/written) when transferring methods	21	20.4

### 3.3. Analysis of existing problems in the teaching of the "Practical Reading and Communication" unit in primary school Chinese

#### 3.3.1. *Superficial cognition and vague awareness of task groups*

Only 35.9% of the students can identify methods in the question "What is your level of understanding of the 'Practical Reading and Communication' learning task group in primary school Chinese?", and 25.2% of the students choose "Not clear" in the question "Do you know which modules are included in the 'Practical Reading and Communication' learning task group?". This reflects that students' cognition of the learning task group stays at the level of term awareness, with fragmented conceptual understanding, and it is difficult to establish an overall cognitive schema of "reading-communication-application". Teaching under the backward design theory emphasizes starting with the clarification of "enduring understandings" and "core big ideas". To solve the problem of superficial cognition, teaching design must abandon the organization mode centered on single texts and isolated skills, and adopt backward design instead. First of all, according to the curriculum standards and unit objectives, the unit big idea such as "choosing appropriate strategies for effective communication according to purposes and audiences" should be refined. Secondly, it is necessary to design a core driving task that can carry this big idea and run through the whole unit. This task should be authentic, integrated and productive, so that students can clarify the ultimate learning goals and overall framework from the beginning, so as to actively construct a deep understanding of the functions and values of the task group in the process of completing complex tasks.

#### 3.3.2. *Weak transfer ability and disconnection from application scenarios*

In the open-ended transfer task, 45.6% of the students cannot match methods with expressions, and the application of high-level information processing strategies such as making outlines and tables is insufficient. The learning process focuses on discussion and acceptance, and only 26.2% of the students take the initiative to try to apply newly learned methods for creation in class. Situated learning theory points out that the cultivation of high-level abilities needs to be realized in authentic or simulated "communities of practice" through participating in progressively complex tasks [8]. Therefore, teaching design should construct a spiral ascending ability development path of "learning-practice-feedback-revision". Specifically, unit learning

activities should be decomposed into a series of interlocking sub-tasks around the core driving task. Each sub-task should provide students with opportunities to immediately apply what they have learned from reading. More importantly, the design must embed diverse and timely formative evaluation and reflection links, guide students to examine their application effects against learning goals, and realize the ability leap from method imitation to strategic selection in the cycle of "doing" and "thinking", so as to promote the transformation of knowledge into literacy.

### *3.3.3. Lack of authentic scenarios and audience awareness in expression training*

In the question "Can you clearly recommend yourself in the class cadre election?", 34.9% of the students choose "I can only memorize the written manuscript in advance and then show it", indicating that students' expression training has a weak connection with real life, resulting in students' communication abilities being fixed in the "recitation and reproduction" mode rather than "meaning negotiation" based on scenarios, and writing lacks real readers and communicative purposes. Language ability is essentially social interaction ability, which should be developed in meaningful communicative activities. To cultivate students' audience awareness and situational adaptability, teaching design must completely abandon the practice mode of writing for writing's sake, and replace it with task design deeply embedded in authentic or simulated communicative contexts. This means that any written or oral expression task should clearly set the role, audience and purpose, that is, the three core elements of "who am I", "to whom am I speaking" and "why am I speaking". Students need to actively plan content, select styles and expression strategies to achieve specific communicative purposes, and predict readers' reactions. By continuously placing themselves in such "role" and "dialogue" scenarios, students can develop the metacognition and communication strategies necessary for complex social interactions, realizing the identity transformation from "monologists" to "dialogists".

### *3.3.4. Learning motivation dependent on external stimuli and insufficient value recognition*

In the question "Do you think it is difficult to learn the 'Practical Reading and Communication' learning task group?", 9.7% of the students choose "Difficult, because the text content is relatively boring and not interesting", indicating that some students' learning motivation is limited by the interest of content, their recognition of the intrinsic value of learning is insufficient, and the deep sense of learning achievement and autonomy has not been fully stimulated. Self-determination theory holds that sustained intrinsic motivation stems from the satisfaction of three basic psychological needs: competence, autonomy and relatedness [9]. Therefore, the key to teaching design is to create a learning environment that can systematically meet these needs. The specific strategy is to promote the "productization" of the learning process and the "socialization" of learning outcomes. On the one hand, design the unit core task as a project that can produce public, usable works with aesthetic or practical value. The "productization" attribute of works endows learning with rigor and challenge, which can effectively enhance students' sense of competence. On the other hand, establish a mechanism for displaying, circulating, feedbacking and evaluating works in real or simulated social networks. This "socialization" process not only makes students feel that their learning outcomes are valuable to others, but also gives them the right to choose topics, make decisions and create in the whole project promotion process. When learning is closely connected with creating valuable public products, its motivation source shifts from external stimuli to the pursuit of intrinsic growth and community contribution.

## **4. Teaching design of the "Practical Reading and Communication" unit in primary school Chinese**

Determining the core objectives of the unit is the first step in teaching design. First of all, we focus on the textbook. This unit is a composition unit with the humanistic theme of expository texts, and success is

measured by clarity of explanation. Its reading element is to read simple expository articles and understand basic descriptive methods, and its composition element is to collect materials and introduce a certain thing clearly by using appropriate descriptive methods. There is a close connection between the two elements, reflecting the transfer process from reading to writing and from understanding to application. From the perspective of the overall unit arrangement, this unit continues the arrangement system of previous composition units. It starts with two intensive reading texts, *The Sun* and *The Squirrel*, helping students master the expression methods of clarifying things from different aspects and with the help of descriptive methods. The communication platform systematically sorts out the methods and strategies for clear explanation. The "Initial Practice" link guides students to grasp characteristics, try to use various descriptive methods to clarify one characteristic of a thing from different dimensions, such as rewriting prose into expository articles, and initially practice writing expository article fragments. In addition, *Making a Wind Vane* guides students to clarify things from different aspects or step by step, using a variety of descriptive methods. The example text is close to students' language, and further enriches the types of articles, providing a reference example for students' writing.

The newly revised textbook has adjusted the section design of composition units. Therefore, based on the concept and spirit of the new textbook, this study also adjusts the order and relevant contents of each section of this unit. It attempts to carry out backward design starting with the end in mind, placing the composition learning task at the forefront and running through the whole unit learning, so that students can clarify the composition requirements and determine the content selection in the unit opening lesson.

Students find problems in writing expository texts, and then purposefully and actively learn methods from intensive reading texts with these problems, understand their expression effects, sort out learning methods in the communication platform, try to write fragment exercises in the "Initial Practice" link. After learning in each section, students will complete the first draft of the composition, revise their first draft through the evaluation and revision of example compositions, and finally write a high-quality expository article.

Looking back at students' learning experience, from the third-grade Volume Two to the sixth-grade Volume One, expository articles are arranged in textbooks. The fifth unit of the fifth-grade Volume One clearly puts forward the concept of expository texts, presents different types of expository texts and descriptive methods, guides students to understand texts and know how writers clarify things. From the perspective of sorting out composition themes, the composition themes of the third-grade Volume One, third-grade Volume Two and fourth-grade Volume Two are mainly about plants and animals, while the theme of introducing a thing in the fifth unit of the fifth-grade Volume One is broader, integrating students' observation perspectives such as food and other aspects, gradually shifting from self-centeredness to attention to family, school and society.

It can be seen that this unit is not the first time for students to come into contact with composition about introducing things, and it can be said that students have accumulated experience in writing about introducing things. The purpose of learning this unit is to encourage students to clearly introduce a thing by using appropriate descriptive methods. We know that students have a certain foundation in learning expository texts, but there are also some difficulties. In previous learning, students have been exposed to various types of expository articles, have a preliminary perception of common descriptive methods such as giving examples and listing data, and have a certain foundation in the ability to collect materials and introduce the characteristics of things.

However, we find that when describing one aspect of a thing, students want to introduce a lot of content, but cannot clearly explain the main characteristics of the thing. In the application of descriptive methods, they do not know how to choose appropriate descriptive methods according to the communication audience, that is, they do not know who they are introducing to, and do not understand the real level of the readers of their

articles. Therefore, they cannot choose appropriate descriptive methods to apply. Some students use one or two descriptive methods to introduce things, but fail to clarify the things.

The composition requirement of this unit is to make students establish audience awareness, take the audience as the core, and establish the connection between descriptive methods and expression effects. This is the key transformation point from the learning of knowledge and methods to the cultivation of ability and literacy. It guides students to grasp the audience, select appropriate descriptive methods according to the audience's needs, and finally achieve the expression effect of clarifying the introduction of things.

Based on the curriculum standards, textbooks, students' learning situation and the characteristics of the unit, we determine the core objective of this unit as: selecting relevant content according to the communication audience, and introducing a thing clearly by using appropriate descriptive methods. This objective is based on Chinese elements and directly connects with the key abilities in Chinese core competencies. To stimulate students' learning interest and establish learning connections between students of different grades and classes, the learning task of this unit is designed as "Words Blossoming in Writing, Essays Spreading Among All". The composition handbook is used as the learning scaffold of this unit, which collects the expository articles written by students and is transmitted to students of different classes in turn. In class, students will continue to improve the content of the handbook, making this composition handbook more substantial.

Based on the above analysis, to realize the progressive development of the unit core objectives, the following key points are designed:

#### 4.1. Clarify the communication audience, be able to identify common descriptive methods and understand their expression effects

Sort out the learning of descriptive methods and their expression effects in the two intensive reading texts. The text *The Sun* mainly uses descriptive methods such as listing data, making comparisons and using metaphors to clearly explain the three characteristics of the sun: long distance from the earth, large volume, high temperature and its close relationship with human beings. The text *The Squirrel* uses descriptive methods such as using metaphors and giving examples, and introduces the appearance and living habits of squirrels in a well-organized, clear and accurate way with vivid and lively language.

#### 4.2. Be able to select descriptive methods according to the communication audience and introduce the main characteristics of things

From rewriting *The Egret* in the "Initial Practice" link to revising the pre-class composition fragments, students are gradually helped to try to select descriptive methods to complete the first draft of the unit composition through imitation practice, and write the main characteristics of things.

#### 4.3. Be able to appropriately use descriptive methods according to the communication audience and introduce a thing clearly from different aspects

At this stage, example compositions are very good learning resources, which can help students further learn how to introduce a thing clearly. As the cultivation of unit composition ability is the most critical, students' progress is reflected in their ability to further appropriately use descriptive methods according to the communication audience and introduce a thing clearly from different aspects.

Through the implementation of the above key points, students gradually complete the filling of the composition handbook from clearly identifying descriptive methods to trying to select descriptive methods and then to appropriately using descriptive methods, realizing the continuous progress from learning methods to practicing methods and finally to applying methods. A task map is designed according to the key points, and

the three tasks respectively point to the achievement of the three key points. The design of the teaching task chain aims to lead the students' learning process and gradually achieve the key points. The student activity chain enables students to actively solve problems in scenarios and achieve learning tasks through a series of interlocking Chinese practical activities, so as to acquire key abilities.

#### 4.3.1. Task 1 - analyze texts and acquire methods

At the beginning of the unit, create a learning scenario and clarify that the learning task is to compile a composition handbook. Then students select the things to introduce according to the communication audience, try to write writing fragments, sort out writing difficulties, take *The Sun* and *The Squirrel* as carriers, identify common descriptive methods and understand their expression effects. With the help of *The Sun*, clarify the functions of listing data, using metaphors and making comparisons; understand the expression effects of giving examples from *The Squirrel*, and achieve the objective of Key Point 1.

#### 4.3.2. Task 2 - select the audience and try to write about things

Students rewrite *The Egret* in the "Initial Practice" link according to the communication audience, carry out practical writing activities of expository texts in revising composition fragments, try to use various descriptive methods and diverse styles of language to complete the first draft of the unit composition, and then achieve the objective task of Key Point 2.

#### 4.3.3. Task 3 - summarize achievements, compile and share

Through the learning of example compositions, guide students to appropriately use descriptive methods to introduce a thing clearly. For example, when introducing small animals, students can refer to the writing methods of *The Squirrel* and *The Whale*; for other things, they can refer to the descriptive methods of *The Sun*; for the production methods of things, they can refer to the example composition *Making a Wind Vane* and write clearly step by step. According to the evaluation criteria, conduct communication and display, then revise their own compositions, and finally improve the composition handbook and carry out transmission activities in the grade. At this point, the implementation of the third key point is realized in the learning activities of this unit.

**Table 7.** Expository article evaluation form for introducing a thing

Evaluation Requirements	Evaluation Standards for Expository Articles of "Introducing a Thing"	Self-assessment	Peer Assessment	Teacher Assessment
Clarify the Audience	Clearly define the communication audience (readers), and select a thing that you understand and are interested in to introduce			
Grasp Characteristics	Try to use appropriate descriptive methods to clearly introduce the main characteristics of the thing			
Multi-perspective Introduction	Can introduce different aspects of the thing in separate paragraphs			

The learning evaluation in the whole practice process runs through the whole process. It not only evaluates the students' learning effects, but also guides the students' learning process, and finally achieves the integration of teaching, learning and assessment. After students complete the composition, present the "Expository Article Evaluation Form for Introducing a Thing" (see Table 7). This evaluation form is not only used after completing the unit composition, but also used progressively in the teaching of each section of the unit, helping students gradually achieve the corresponding learning abilities, conduct self-assessment and peer assessment. Students examine their own compositions according to the composition evaluation standards,

revise their compositions combined with classmates' suggestions, and students help each other and complement each other. Finally, teachers evaluate and test the learning results.

## 5. Conclusion

Reading is input and internalization, which improves students' Chinese literacy; expression and communication are output and externalization, which improves students' expression level and enhances their ability to serve the society. Reading is the foundation and premise of expression. It is necessary to guide students to learn from the language practice of textbooks, learn Chinese through literature, and improve their practical writing ability; to use text scenarios to find strategies and methods for social expression and communication, and comprehensively improve listening, speaking, reading and writing abilities. Through task group learning, guide students to enhance their practical awareness of language and characters, strengthen their audience awareness, situational awareness, problem awareness and stylistic awareness in expression and communication, and learn to appropriately adjust expression methods and strategies according to different contexts. These are the key abilities and necessary qualities, and the most important literacy [10].

The teaching design of this study clearly reflects the core logic of backward design of "starting with the end in mind", forming a closed loop to ensure the consistency of "teaching-learning-assessment". The first step of teaching design is to determine the unit core objective of "introducing a thing clearly by using appropriate descriptive methods according to the communication audience", which provides a clear starting point for the subsequent "teaching" and "learning". The "Expository Article Evaluation Form for Introducing a Thing" runs through the whole unit, making "assessment" no longer an isolated judgment in the final link, but a tool to measure whether students have achieved learning goals and standardize students' learning process. Each link directly serves students to acquire specific knowledge and skills needed to achieve goals and pass assessments. The whole design strictly follows the backward procedure of "objectives-assessment-learning experience", avoiding common problems in traditional teaching such as vague objectives, random activities and lagging evaluation.

At the same time, this design effectively supports the implementation of the "Practical Reading and Communication" task group, realizing the paradigm transformation from learning static knowledge to completing real language application. Firstly, it establishes a real "audience awareness", transforming composition from virtual practice facing teachers to purposeful communication facing specific readers, which is the soul of "practicality". Secondly, the overall task of "Words Blossoming in Writing, Essays Spreading Among All" creates a functional scenario with social significance, where writing results become "products" circulating, being read and used in real communities, endowing learning with intrinsic social motivation. Thirdly, the key point design from "identifying methods" to "selecting" and then to "appropriately using" enables students to construct abilities in a dynamic problem-solving process, realizing the transformation of knowledge into literacy. Finally, embedding the evaluation form into the whole learning process progressively makes the standards of "practicality" the basis for students to continuously conduct self-calibration and reflection, making evaluation itself an important learning process.

At the beginning of the activity, situational problems are used as drivers to construct a real learning field, realizing the two-way interaction between texts and life; teachers help sort out the article structure, strengthen students' information integration ability, and make students understand the expression characteristics of expository articles; by organizing communication activities, strengthen the effectiveness of information application and improve students' ability of accurate language expression; the whole activity focuses on

expansion and transfer, links with social demand expression, highlighting the teaching value of the "Practical Reading and Communication" learning task group [11].

However, this design still has several shortcomings. Firstly, as a highlight of the design, "audience awareness" can be further specified and contextualized in the operational dimension. The current design clarifies "for whom to write", but does not fully guide students to deeply analyze the potential cognitive needs and interest differences of different audiences, and make specific writing decision adjustments accordingly. Secondly, on the basis of running through the whole process, the evaluation system can further enrich the form of evidence. In addition to the final evaluation form, if process works such as information screening cards for specific audiences, writing outlines of different versions, and peer discussion records can be systematically included, students' thinking development and ability progress can be recorded more delicately and three-dimensionally. Finally, in terms of the integrity of "communication", a more perfect closed loop can be constructed. The "composition handbook transmission" creates a real circulation scenario. If a simple reader feedback mechanism can be embedded in the transmission, enabling authors to intuitively perceive the actual effects of their own words, it will be more conducive to achieving the essential pursuit of "Practical Reading and Communication" to complete meaning construction and communication in real social contexts.

## References

- [1] Shan, J. Y. (2025). *A survey on the current situation of primary school Chinese composition teaching from the perspective of deep teaching* [Doctoral dissertation, Yangzhou University]. <https://doi.org/10.27441/d.cnki.gyzdu.2025.000261>
- [2] Wiggins, G., & McTighe, J. (2017). *Understanding by design* (H. B. Yan, Trans.). Shanghai: East China Normal University Press.
- [3] Zhang, X. Y. (2024). *A study on backward design of "literary reading and writing" task group* [Doctoral dissertation, Central China Normal University]. <https://doi.org/10.27159/d.cnki.ghzsu.2024.001207>
- [4] Yu, C. M. (2025). *A study on the design and implementation of interdisciplinary thematic learning activities in primary school mathematics based on situated learning* [Doctoral dissertation, Chengdu University]. <https://doi.org/10.27917/d.cnki.gcxdy.2025.000151>
- [5] Bu, X. L. (2005). A review of situated cognition and learning theory. *Journal of Taiyuan University*, (03), 9-11.
- [6] Ministry of Education of the People's Republic of China. (2022). *Compulsory education Chinese curriculum standards (2022 edition)* [S]. Beijing: Beijing Normal University Press.
- [7] Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes* (M. Cole, V. John-Steiner, S. Scribner, & E. Souberman, Eds.). Harvard University Press.
- [8] Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge University Press.
- [9] Ryan, R. M., & Deci, E. L. (2000). The darker and brighter sides of human existence: Basic psychological needs as a unifying concept. *Psychological Inquiry*, 11(4), 319–338.
- [10] Zhu, Y. G. (2020). The connotation, curriculum value and implementation strategies of "practical reading and communication" task group. *Language Planning*, (09), 4-9. <https://doi.org/10.16412/j.cnki.1001-8476.2020.09.002>
- [11] Wang, S. S. (2025). Exploration on the teaching practice of "practical reading and communication" learning task group: Taking the teaching of "The Sun" as an example. *Primary School Chinese Teaching*, (29), 76-77.