

# Teaching Reconstruction Strategy of Intensive Reading Text in Exercise Unit Under Learning Task Group Vision

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## Abstract

**The Chinese Curriculum Standards (2022 edition) points out: " The content of compulsory education courses is mainly organized and presented by learning task groups. The Chinese learning task group consists of a series of interrelated learning tasks, which jointly points to the development of students' core literacy."Exercise unit is a special unit in the unified Chinese teaching material. The whole unit of the intensive reading of the text, communication platform, preliminary skills, exercise examples, exercise five parts of the content jointly point to the key ability of students' exercise acquisition, promotion and breakthrough. Among them, the intensive reading text undertakes the key methods and skills required in this unit exercise. The teaching of intensive reading text in exercise unit should be separated from the traditional word analysis mode of ordinary unit, and the learning task group with the exercise method as the core.**

## Keywords

**Learning task group exercise unit, Intensive reading of the text, Teaching reconstruction.**

## 1. The Particularity of The Exercise Unit

In the unified primary school Chinese curriculum, beginning from the third grade, each semester includes a designated exercise unit[1]. Based on the developmental stage and learning segment, it is posited that there are eight core writing abilities essential for primary students. As such, a specialized exercise unit, centering on these core capabilities, has been instituted[2]. When evaluating individual textbooks, it becomes evident that the exercise unit serves as the cornerstone of skill enhancement for the semester, encapsulating the curriculum's overall content[3]. This approach is pivotal in fostering students' crucial expressive abilities throughout the academic term.

The distinct characteristics of the exercise unit manifest in two primary ways. Firstly, the organizational structure[4]: the unit comprises five segments, namely, unit page prompts, intensive reading texts, a communication platform, foundational skills, exercise illustrations, and unit-based exercises. Notably, the "language garden" has been transformed into the "communication platform," and the overview text has been reconceptualized as the exercise illustration. Secondly, in terms of curricular alignment: the intensive reading text within the exercise unit shifts its focus from literary content and emotional analysis to direct expression and composition. This transition carries the significant responsibility of highlighting key writing techniques during the reading phase. The "communication platform" employs peer discussions as a means to consolidate unit writing insights; the preliminary skills segment is structured to acquaint students with, and allow practice of, the writing techniques; the "exercise illustrations" showcase exemplary written segments with annotations, emphasizing key writing elements and thus, guiding students towards a deeper comprehension of the writing process.

## 2. Clear Learning Objectives and Build Task Group Topics

In conventional units, the intensive reading text typically aligns with a humanistic theme. The primary objective is reading comprehension, with an emphasis on analyzing intricate words and phrases[5]. This involves dissecting the text's content, understanding the author's sentiments, and highlighting the context, overarching theme, and the core reading material. Conversely, the exercise unit diverges from this standard structure. Often, the Chinese elements presented on the unit's introductory page function as guiding references, clarifying the learning objectives. This guidance elucidates the instructional trajectory for both educators and students within the unit. Consequently, the interpretative approach to the text in the exercise unit ought to differ from that of conventional units. The essence of the unit's exercise components can be adeptly discerned from the intensive reading text, thus facilitating the establishment of clear teaching goals.

### 2.1. The knowledge and ability sequence is combed vertically, and the macro learning objectives are reconstructed

**Table 1.** Four Exercises

Theme	Grade volume unit	Writing requirements
Learn to write once Activities / games	Unit 3, That I had a good time playing!	Recall, how did you play it? Play with you like a movie The sea recalls it, and then writes it down. Be careful to use punctuation correctly.
	Three, next, unit four, I Made a small reality examine	Before writing, you can use the table to sort out the main information of the small experiment. When you write, use "first....." The sentence pattern, the small experiment after the written clearly, can also write their own experiment The mood, the interesting findings in the experiment, etc.
	Unit 6 A Game	Think about it before you write about it: What did you do before the game? What did you do to write about in the game? What is the most impression? What do you have in your thoughts and feelings after the game is over? For example, should abide by the rules, between the partners to want Unity and cooperation, things to be brave and decisive, stick to the end..... According to these questions, write the game clearly, but also can write their own mood at that time, write After that, to make a topic, it is best to reflect their feelings.
	Unit 6 A Game "Unit 2, Duo The event of color"	Choose an activity to write it down and share your experience with your classmates. Write clearly about the activity process, and focus on the impressive parts. When writing the scene of activities, we should not only pay attention to the whole scene, but also pay attention to the performance of students, write Write down about their movements, language, and expression. Cangnan small language

In the "Chinese Curriculum Standards (2022 edition)," it is stipulated that each student should possess individualized grading objectives[6]. Within the exercise content, the second section mandates students to articulate their acquired knowledge and insights, personal sentiments,

and imaginative thoughts, striving for a profound clarity in expressing their deep-seated emotions. The subsequent section emphasizes the enrichment of one's knowledge, the appreciation of one's distinct emotions, and the need to convey specific content of the exercise with authentic sentiments[7]. In terms of exercise format, the second section posits moderate expectations concerning students' conceptual understanding and stylistic awareness. Conversely, the third section explicitly states that students ought to convey narratives as per their requisite needs, and should be proficient in drafting a range of compositions, such as basic documentary pieces, imaginative essays, pragmatic texts, and reading annotations, each exhibiting diverse stylistic elements. Operating under the overarching objectives of exercise instruction, a graduated sequence of expression manifests amongst the students. To illustrate, considering the "activity" theme, a total of four exercises are presented throughout the unified textbook edition. The author intends to collate the stipulations of these four exercises into a tabular format for comprehensive analysis.

Compared with the requirements of these four exercises, three on "that play really happy" requires students to recall the process of the activity, three on "I did a small experiment" prompt students to use the order of the connective to write the activity clearly. It can be seen that the focus of the third grade "activity" exercises is a clear expression, four "remember a game" in the exercise requirements in addition to strengthen the process of activities to write clearly, but also try to guide students to the feelings and ideas in the process to write out. Six on the "colorful activities" requires the impressive part of the activity to write specific, pay attention to the character of the language, action, manner, the combination of the scene description. With the rise of the learning period, the focus of the exercise requirements has migrated from sequential and clear expression to focused and specific expression.

## **2.2. Horizontal comb the unit exercise elements, and reconstruct the micro learning objectives**

The particularity of the arrangement style and content of the exercise unit requires that the teaching objectives and content of the whole unit must be uniformly directed to the acquisition and application of the exercise method, and focus on the generation of the core writing ability by means of listening, speaking, reading and writing. Therefore, in the task group with exercise elements as the core, the intensive reading text not only undertakes the activities of extracting key exercise methods from the text, but also contains the gradient fragment exercises with class exercises as the practice support.

The Chinese elements of the fourth unit of the four units make it clear that the goal of intensively reading the text and then implementing the exercise quality is to "understand the text and write the scenery in a certain order", and the goal of the exercise is to "learn to write the scenery in the order of visiting". Therefore, when the author teaches the unit, the learning task group designed is "I am (Scenic spot) spokesperson" as the theme, in the "sea sunrise" designed the activity sequence of "understand the order of the scene, figure out the effect of expression", in the teaching of "remember the Double Dragon Cave in Jinhua" designed "clarify the order of the tour- -seize the key content to write clear feelings" and other activity sequence.

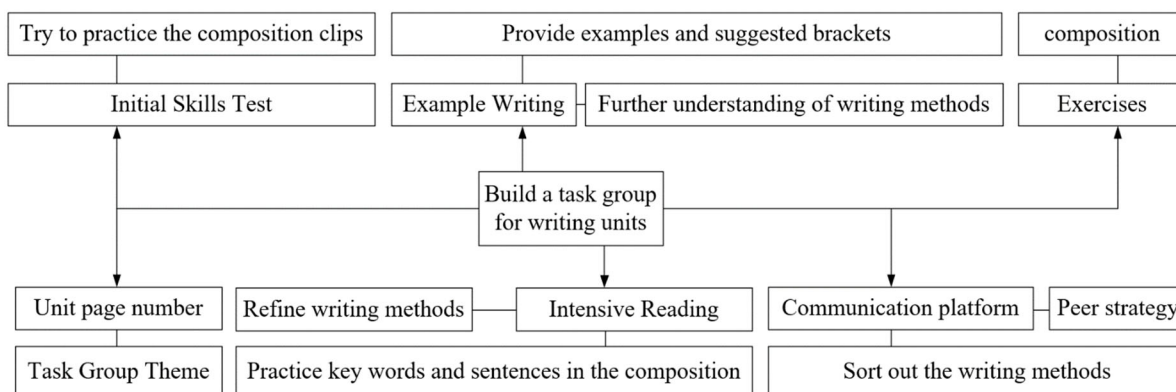


Figure 1. Unit Task Group

### 3. Select the Learning Content and Build The Task Group Series

Table 2. Merged Content

Unit exercises	Fusion content			
Exercise point one: have order, just have conditioning	"Sunrise at the Sea" after class exercise 1, tells the process of sunrise	"Remember the Shuanglong Cave in Jinhua" after class exercises 1, clarify the tour route	The Exchange Platform reviews the sequence of the exchange visits	"First Test" draw the tour route, and said
Exercise point two: have a prelude, just have to look forward to	"Sunrise at the Sea" paragraph 1-2, before sunrise	"Jinhua" 1-3, on the road	Add extracurricular reading "climb Mount Tai to view the sunrise (excerpt)"	Supplementary extracurricular reading "remember the two caves in Jinhua (excerpts)"
Exercise point three: have comparison, just more intuitive	"Sunrise on the Sea" in sunny days, thin clouds and dark clouds	The second section of "red", the fourth section of "cave"	Add extracurricular reading "climb Mount Tai to view the sunrise (excerpt)"	Supplementary extracurricular reading "remember the two caves in Jinhua (excerpts)"
Exercise points four: have a feeling, just more vivid	In "Sunrise from the Sea", "people's eyes hurt" and other sentences	The paragraph of "pore" in "Remember the Double Dragon Cave of Jinhua"	Practice example "Summer Palace" in the "make people refreshed" and other sentences	Practice example "Tianshan in July" in "the face of the snow mountain cold" and other sentences
Exercise point five: there is a transition, just complete	"Sometimes" linking different weather in "Sunrise from the Sea."	"Jinhua's Double Dragon Cave" in "this is to the inner cave" and other transitional sentences	"First test skill" in the transition sentence to say the tour route	"Practice examples" in the transition sentence, a series of the full text

### 3.1. Under the task group framework, decompose the target

The accurate selected in the unified textbooks are all famous works of famous artists, whose literature, culture, patriotism and other aspects are of great value. But the intensive reading text of the exercise unit

Primary school Chinese fourth grade 2 volume 5 exercise "tour": I decompose the unit objectives into: first, I can read the text to understand how the author writes in a certain order and expresses the effect. Second, it can complete the author's tour map by extracting various scenery, and use the appropriate transition sentence to describe the author's tour process. Third, write in detail the impressive scenery during the tour, write clearly their feelings, write the characteristics of the scenery.

### 3.2. In the read and write framework, merge the content

In the intensive reading text to refine the writing method, exercise unit as a whole, a writing point, in the unit repeated throughout, only to break an article comprehensive teaching method, task group to reading and writing as the goal of multiple intensive reading text in the same writing points integrated teaching.

For example, when teaching the fourth unit of the fourth, the author combines "before sunrise" and "on the road" in "Sunrise on the Sea" and "Double Dragon Cave in Jinhua", extracts the key points of "prelude, there is expectation", to guide students to use their expectations reasonably in writing and attract readers' interest in reading.

### 3.3. In the real situation, implement the content

"Chinese Curriculum Standards" emphasizes that language application cannot be separated from the real application situation, and the design of literature reading and creative expression learning task group should create the expression situation for students in the real language activities. In order to realize the teaching goal and teaching task, it is necessary to innovate the teaching mode. Exercise must have true feelings, in the brain can emerge life experience, students have something to write, to have the will to share and the need for interaction. This requires the teacher in the arrangement of the task, must set the description of real life as the content of the work, the construction of the life situation, so that students have something, and the direct and effective method is to design the topic for a certain significance of the "real writing task".

For example, the writing unit of "writing around the central meaning" is used to write a deeply felt Chinese character. This topic seems simple and easy to write. However, students do not know the specific writing goal, and it is difficult to express their will, so they have no motivation to write. If it is changed to the language program of the campus TV station, so that the situation with the meaning of life can arouse the students' enthusiasm for writing, and it will be easier for them to complete the writing. Finally, the teacher can also guide the students in accordance with the "curriculum standard" requirements in the second paragraph of common sense to modify the words and sentences, appropriate use of colon, quotation marks, in the third section of the exchange to modify the exercise, do the line is correct, writing, punctuation marks use norms. Thus it can be seen that combining exercise teaching with life situation is the problem that Chinese teachers need to focus on and think about.

## 4. Evaluation Mechanism

### 4.1. Starting from the unit writing elements, we should anchor the evaluation criteria

The primary school Chinese circle is committed to the construction of "full writing" curriculum, that is, to expand the original scope of literary writing focusing on "speech", increase the

application of style of planning books, observation diaries, imaginative style of writing stories, creation of fairy tales and introduction of explanatory writing. Different styles, different points of exercises, so the evaluation criteria should also present a gradient.

**Table 3.** Evaluation Criteria

Style type	Book times	Exercise elements	evaluation criterion
Narrative class	Fourth grade volume 1	Write things clearly	Write clearly the cause, place, and character
	Sixth grade volume 1	Write around the central meaning	1. Writing from different aspects or choosing different examples can make the meaning more comprehensive 2. Write the important parts in detail and detail to express a meaning
	Sixth grade volume 2	Express your true feelings	1. By integrating emotions into specific people, things and scenes, emotions can be naturally revealed in the narrative 2. come straight to the point 3. Write clearly about the emotional changes

#### 4.2. Start from the exercise situation and learning situation, determine the standard

In the process of exercise unit guidance, teachers should combine the Chinese elements of this unit to evaluate the completion effect of students' exercises, the transfer and application of students. In the revision of exercises also need to combine the language elements to put forward the corresponding revision opinions, to promote students to further improve their own work. In each link of the exercise unit teaching, teachers should pay attention to the evaluation of the exercise process. Such as oral expression, the exercise in the exercise, the exercise modification are the guidance point dial evaluation, so that the guidance evaluation throughout the whole process of the exercise. Process evaluation is helpful for teachers to find out students' problems in time, and also helps students to change incorrect learning methods in time. Teachers can also implement "fragmented writing" and "small practice writing" in class, so as to facilitate teachers to carry out process evaluation.

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