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Data-Driven: Evidence-Based Practice Research on Integrated Unit Teaching in Primary School Chinese: Taking the 8th Unit "Interesting Stories" in Grade 3 Volume 2 as an Example

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Abstract: A core challenge in the deepening of current Chinese teaching reform is how to transform integrated unit teaching from "experience-based design" to "evidence-based practice". Taking the 8th Unit "Interesting Stories" in Grade 3 Volume 2 as a case, this research focuses on constructing a teaching closed loop of "data diagnosis—strategy optimization—hierarchical implementation—dynamic evaluation". Multi-source data, including questionnaires, classroom observations, and homework analysis, comprehensively diagnose students' difficulties in retelling ability and story creation, and explore precise implementation approaches such as scaffold construction, task-driven learning, and hierarchical homework in teaching. Data-driven unit teaching achieves a leap from "vague experience" to "precise student profiling", a transformation from "unified teaching" to "hierarchical empowerment", and an upgrade from "result-oriented evaluation" to "process-oriented value-added assessment". This research proposes operable strategies, including the "three-stage model for retelling ability cultivation", the "four-step method for character shaping in fairy tale creation," and the "three strategies for hierarchical homework design", providing an evidence-based practice example for integrated Chinese unit teaching.

Keywords: Integrated unit teaching; Data-driven; Evidence-based practice; Retelling ability; Hierarchical homework

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1. Problem proposal: How to break free from experience dependence in integrated unit teaching?

1.1. Practical dilemma: The gap between "taught" and "learned"

The "Compulsory Education Chinese Curriculum Standards (2022 Edition)" clearly proposes "exploring large-unit teaching", emphasizing the integration of teaching objectives, content, and evaluation oriented by core competencies. Frontline teachers generally face three major dilemmas in unit teaching practice: inaccurate goal setting, relying on experiential judgment, leading to misalignment between teaching objectives and students'

actual starting points; disconnected process design, isolated teaching of individual texts, lacking gradient implementation of unit Chinese elements; and unbalanced evaluation methods, dominated by summative evaluation, lacking process data, making it difficult to accurately diagnose learning difficulties.

The 8th Unit of Grade 3 Volume 2, themed "Interesting Stories", includes four texts: "The Slow Tailor and the Impatient Customer," "The Square Hat Shop," "The Leak," and "The Jujube Pit." The core Chinese elements focus on "retelling stories" and "creating fairy tales". This is the first time the textbook has concentrated on "retelling" as a core unit element, marking students' ability progression from "telling stories" in lower grades to "detailed retelling" in middle grades. Questions such as "Where are the bottlenecks in retelling ability?" "What are the difficulties in story creation?", and "What support do students of different levels need?" if judged solely by experience [1], are inevitably trapped in the stereotype of "vague teaching".

1.2. Research perspective: Educational value of evidence-based practice

This research introduces the perspective of evidence-based practice, taking the 8th Unit of Grade 3 Volume 2 as the carrier, constructing a teaching closed loop of "data diagnosis—strategy optimization—hierarchical implementation—dynamic evaluation" [2], and exploring a feasible path for integrated Chinese unit teaching to move from experience to evidence and from vagueness to precision.

2. Research design: Construction of a data-driven unit teaching a closed loop

2.1. Research objects and methods

Taking Grade 3 students as the research object, this study comprehensively uses questionnaires, classroom observations, homework analysis, and unit evaluations to collect data on students' learning processes and outcomes [3], following the action research path of "diagnosis—design—implementation—reflection—optimization".

2.2. Data collection framework

To comprehensively diagnose students' learning situation and accurately assess goal achievement, this study constructs a four-dimensional data collection framework:

Table 1. Four-dimensional data collection framework

Dimension	Collection Method	Observation Points
Learning Ability	Questionnaire	Learning interest, strategy application, difficulty perception, form preference
Classroom Performance	Classroom Observation	Participation, collaboration, thinking quality, innovative performance
Homework Feedback	Homework Analysis	Writing quality, knowledge mastery, thinking level, creative expression
Unit Evaluation	Paper-Pencil Test	Character recognition and writing, reading comprehension, language application

These four paths complement each other, forming a data network that combines subjective and objective data, and balances process and results, providing multi-angle evidence support for teaching decisions [4].

3. Data diagnosis: Students' real learning situation

3.1. Comprehensive analysis of learning ability

Questionnaire surveys show that the unit teaching presents distinct characteristics in stimulating students'

interest, mastering strategies, and preferred learning forms:

(1) Effective interest-driven learning: 52.83% of students actively participate in classroom discussions, and 56.6% are willing to attempt story creation. Data confirms that the theme of "interesting stories" aligns with the cognitive characteristics and psychological needs of Grade 3 students, effectively stimulating their enthusiasm for expression.

(2) Significant effect of scaffold support: 75.47% of students retell stories with the help of tables or keywords, and 69.81% improve their retelling ability by imitating character actions. Visual tools such as tables and diagrams help students sort out story contexts, while role-playing and action imitation promote emotional engagement and language internalization.

(3) Popularity of collaborative presentation: 77.36% of students prefer group performances, and 64.15% favor multimedia presentations (audio, comics). Collaborative and immersive learning forms meet students' learning needs and become an important direction for unit teaching activity design.

(4) Data reveals underlying problems: retelling difficulties are concentrated in "maintaining coherence" (39.62%) and "expressing character emotions" (37.74%), indicating that students can extract key information with the help of scaffolds but still need support in information connection and emotional engagement; creation pain points focus on "unvivid character design" (62.26%), as fairy tale creation requires not only imagination but also systematic guidance on character shaping [5].

3.2. Precise profiling of goal achievement

Comprehensive multi-source data shows the following characteristics of unit teaching goal achievement:

(1) Character recognition and writing: The achievement rate of basic goals exceeds 94%, but the mastery rate of polyphonic word discrimination in context is 89.13%, leaving room for improvement. Data suggests that polyphonic word teaching should move from "recognition" to "application", strengthening discrimination ability in real contexts.

(2) Reading and appreciation: 92.45% of students can understand the basic content of stories through silent reading, but only 75.63% have an in-depth understanding of the moral; 69.81% use methods such as imitating tone and actions, but only 37.74% can vividly express character emotions. Data reveals an underlying contradiction: students have mastered reading methods, but in-depth understanding and emotional expression remain weaknesses.

(3) Expression and communication: Only 39.6% of retellings are vivid and coherent, and 45.32% fully convey details; 69.81% of created stories have interesting plots, but only 37.74% have appropriate character designs. The most revealing data: 56.6% of students "are very willing to attempt creation again"; creation interest has been stimulated, and method guidance has become a key breakthrough [6].

3.3. Focus on core problems

Based on the above data diagnosis, the research identifies three core problems in unit teaching:

(1) Problem 1: Lack of procedural knowledge support for retelling ability cultivation. Students can sort out plots with the help of scaffolds, but lack explicit method guidance on "how to connect key information into a coherent story" and "how to integrate character emotions into retelling".

(2) Problem 2: Guidance on fairy tale creation stays at the level of "stimulating imagination". Students have rich imagination but flat characters; the fundamental reason is the lack of systematic methods for character shaping, how to set character personalities, design language and actions consistent with

personalities, and arrange character development in plots.

(3) Problem 3: Homework design ignores hierarchical empowerment. Unified homework is difficult to meet the needs of students at different levels, with common phenomena such as top students "not being challenged enough", intermediate students "not learning effectively", and basic-level students "being unable to keep up".

4. Precise implementation: Data-driven teaching optimization paths

4.1. Retelling ability cultivation: From "scaffold assistance" to "procedure construction"

To address the problems of retelling coherence and emotional expression, the research refines the "three-stage model for retelling ability cultivation":

(1) Stage 1: Sort out the text and clarify the sequence. Use visual tools such as tables, diagrams, and timelines to extract story elements (time, place, characters, cause, process, result) and establish a narrative logical framework.

(2) Stage 2: Appreciate words and sentences to understand expression. Focus on key sentences, and experience character emotions and personalities through role-playing reading, action imitation, and tone analysis, accumulating language materials for vivid expression [7].

(3) Stage 3: Integrate and connect to retell the story. Connect extracted elements into a coherent story according to narrative logic, and integrate emotional expression at key nodes, realizing the leap from "retelling plots" to "retelling stories".

Taking "The Leak" as an example, to address the problem that 65% of students can retell according to location changes but lack coherence, the "key sentence sorting" strategy is adopted: decompose the story into five core events, "the old couple talk about 'The Leak,' the tiger and thief escape—meet under the tree—roll down the hillside—talk about 'the leak' again", guide students to sort the events and add transitional sentences, strengthen logical awareness through sorting, and train coherent expression through transitions [8].

4.2. Breakthrough in fairy tale creation: From "imagination stimulation" to "character shaping"

To solve the problem that 62.26% of students have "unvivid character designs", this research refines the "four-step method for character shaping in fairy tale creation":

(1) Step 1: Select roles and endow personalities. Guide students to think: What animal to choose as the protagonist? What prominent personality traits does it have (slow/impatient, bold/timid, smart/foolish)?

(2) Step 2: Externalize personality and design words and actions. How to express the character's personality through language and actions? An impatient customer speaks quickly, acts hastily, and urges frequently; a slow tailor speaks slowly, acts calmly, and is unhurried.

(3) Step 3: Promote plots through conflicts. Contrasts in personalities or conflicts between personalities and the environment drive plot development. The collision between the slow tailor and the impatient customer generates a series of interesting events.

(4) Step 4: Depict details to enrich images. Make characters "stand out" through details such as facial expressions, psychological activities, and habitual actions.

Taking the continuation teaching of "The Jujube Pit" as an example, only 45% of students can exert imagination to continue reasonable plots. Improvement measures focus on the creative code of "three

shouts" and "three jumps": guide students to analyze the witty language of the jujube pit when "skillfully driving livestock" and the agile actions when "outwitting the county magistrate", understand how character personalities drive plot development, and then transfer and apply these methods for continuation creation.

4.3. Hierarchical homework design: From "unified teaching" to "hierarchical empowerment"

Hierarchical homework design should follow the principle of "interest first, hierarchy hidden invisibly", allowing students at different levels to gain a sense of achievement in their "zone of proximal development". Construct a four-level progressive system of "basic consolidation—method practice—extended reading—creative expression", with supporting hierarchical guidance strategies.

4.3.1. "Practicing My Little Skills"—Basic consolidation level

(1) Top students (60%): Carry out "micro-novel creation", set up "sentence transformation workshops", and organize "story adaptation contests" to improve thinking quality through language innovation.
(2) Intermediate students (35%): Implement a "daily character copying plan", develop "polyphonic word context cards", and establish a "sentence transformation error bank" to consolidate basics through targeted training.
(3) Basic-level students (5%): Promote "Chinese small tutor" pairing assistance, after-class teacher counseling, and home-school collaborative intensive practice to build confidence through accompanied support.

4.3.2. "Applying What I've Learned"—Method practice level

Use reading materials such as "Fireflies" and "Big Cave, Small Cave" to assess reading comprehension and information extraction abilities. Assign inquiry-based homework to top students to study the ecological role of fireflies; arrange special training and comparative reading for intermediate students; adopt strategies such as picture-text combination, sentence-by-sentence interpretation, and small tutor assistance for basic-level students.

4.3.3. "Reading Interesting Stories"—Extended reading level

Take "Grandma on the Apple Tree" as the carrier, design a task chain of "reading check-in—segment retelling—creative picture book". Organize literary appreciation groups for top students, carry out picture book appreciation and collaborative production for intermediate students, and formulate home-school collaborative reading plans with one-on-one teacher counseling for basic-level students [9].

The core lies in "hierarchy without grading" and "evaluation without labeling". Through encouraging evaluation and personalized feedback, every student gains a sense of achievement in homework, realizing the transformation from "being forced to learn" to "willing to learn".

5. Discussion

5.1. Value of data-driven teaching: From "vague experience" to "precise profiling"

Embedding data analysis into the entire unit teaching process has achieved three transformations:

First, the leap from "vague experience" to "precise profiling". Questionnaire surveys reveal the real

situation of learning interest, strategy application, and difficulty perception; classroom observations capture subtle performances of thinking quality and collaboration ability; homework analysis diagnoses specific conditions of knowledge mastery and thinking level. Multi-source data mutually confirm, depicting a three-dimensional portrait of students' learning and providing evidence to support for precise teaching decisions.

Second, the transformation from "unified teaching" to "hierarchical empowerment". Based on the precise stratification of students' competence levels, differentiated tasks and guidance strategies are designed, enabling students at each level to develop on their original basis. Top students are extended and improved, intermediate students are consolidated and strengthened, and basic-level students are supported to make up for weaknesses, realizing the educational ideal of teaching students in accordance with their aptitude.

Third, the upgrade from "result-oriented evaluation" to "process-oriented value-added assessment". Unit tests are no longer the only evaluation criterion; process data such as classroom performance, homework quality, and learning attitude are included in the evaluation perspective. The focus is not only on "what has been learned" but also on "how to learn", "how well to learn", and "how to learn better".

5.2. Deep meaning of scaffolds: From "tool assistance" to "thinking externalization"

Scaffolds such as tables, keywords, and diagrams have played a key role in the research. The value of scaffolds lies not only in assisting retelling but also in externalizing implicit thinking processes.

Filling in timeline tables sorts out narrative logic; retelling with keywords integrates and connects information; imitating character actions promotes emotional understanding and engagement. Scaffolds become "scaffolding" and "externalization tools" for thinking, helping students see their own thinking processes, and then reflect, adjust, and optimize [10].

6. Conclusion

First, scaffold assistance is an effective path for retelling ability cultivation. Visual tools such as tables, keywords, and diagrams help students sort out story contexts, while role-playing and action imitation promote emotional engagement and language internalization. Retelling ability cultivation needs to go through three progressive stages: "sorting out the text to clarify the sequence, appreciating words and sentences to understand expression, and integrating and connecting to retell the story".

Second, data diagnosis can accurately locate teaching problems. Multi-source data, including questionnaires, classroom observations, and homework analysis, can identify students' specific difficulties in retelling coherence, character emotional expression, and story creation, providing a basis for precise teaching implementation.

Third, hierarchical homework is a key carrier for implementing teaching students in accordance with their aptitude. Designing basic, intermediate, and extended homework based on students' competence levels, with supporting hierarchical guidance strategies, can effectively promote the development of students at different levels.

Fourth, task-driven learning is an effective mechanism for ability progression. From "stimulating interest" to "practicing skills" and then to "courageous creation", the stepped task chain guides students to experience a complete learning process of "understanding—imitation—transfer—creation", realizing the gradient implementation of Chinese elements.

Integrated unit teaching is not a simple superposition of goals or random combination of activities,

but a systematic project based on data diagnosis, following learning rules, and optimizing precise teaching strategies. When teaching moves from experience to evidence, from vagueness to precision, and from unification to stratification, the implementation of core Chinese competencies will have a solid path support.

Disclosure statement

The author declares no conflict of interest.

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