



Task prepared for the project "Using Technology to Facilitate Connections between Literacy and the Broader Community" (2014)

Task Title: Write a Book Report

OALCF Cover Sheet – Practitioner Copy

Learner Name: _____

Date Started (m/d/yyyy): _____

Date Completed (m/d/yyyy): _____

Successful Completion: Yes No

Goal Path: Employment Apprenticeship

Secondary School Post Secondary Independence

Task Description: In this task the learner is required to write a book report. Alternative activities may be to complete a written review for a movie, live show, restaurant, or television program.

Competency: A: Find and Use Information
B: Communicate Ideas and Information
D: Use Digital Technology
E: Manage Learning

Task Groups: A1: Read continuous text
B2: Write continuous text
D2: Use Digital Technology
E2: Manage Learning

Level Indicators:

- A1.3: Read longer texts to connect, evaluate and integrate ideas and information
- B2.3: Write longer texts to present information, ideas and opinions

Task Title: WriteaBookReport_SP_A1.3_B2.3_D2_E2

- D2: Perform well-defined, multi-step digital tasks
- E2: Set realistic short- and long-term goals, use a limited number of learning strategies, and monitor own learning

Performance Descriptors: See chart on the last page

Materials Required:

- Book, see a movie, eat in a restaurant, or attend a live show
- Dictionary
- Computer, pen, and paper
- Sample book report (attached)

Learner Information and Tasks

Task 1. Decide on the book you are going to read.

Task 2. Read the book.

Task 3. Using the "Sample Book Report" develop a rough draft of the book report using a pen and paper or computer. The book report should include the title, the author, a summary, and your opinion of the book.

Task 4. Edit the rough draft for spelling, grammar, and content.

Task 5. Complete a final copy using a computer or pen and paper.

Sample Book Report

Sample of writing: Just Once

Title of Book: Just Once

Author: Mary Blount Christian

Cora is married to Sam, and they have a young baby named Sammy. Cora tries to please Sam all the time. She goes out of her way to keep from arguing with him, but it doesn't seem to matter what she does. He is always mad. When he gets mad, he hits Cora. Cora believes that she causes him to hit her.

When the police came one night after Cora was beaten up, the police gave her a phone number to call for help when she was ready for it. One night she took the baby and went to the bus station and called for help.

I think this is a good book to read. It is very informative. After reading this book it helps you to understand that no one should live like this, and that there is always a way out, even if you have to ask for help.

Performance Descriptors

Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
A1.3	integrates several pieces of information from texts			
	manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks			
	identifies the purpose and relevance of texts			
	begins to recognize bias and points of view in texts			
	infers meaning which is not explicit in texts			
	follows the main events of descriptive, narrative, informational, and persuasive texts			
	obtains information from detailed reading			
	identifies sources, evaluates, and integrates information			
B2.3	writes texts to present information, summarize, express opinions, present arguments, convey ideas, or persuade			
	manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks			
	organizes and sequences writing to communicate effectively			

Task Title: WriteaBookReport_SP_A1.3_B2.3_D2_E2

Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
	uses a variety of vocabulary, structures, and approaches to convey main ideas with supporting details			
D2	selects and follows appropriate steps to complete tasks			
	locates and recognizes functions and commands			
	makes low-level inferences to interpret icons and text			
E2	checks accuracy of work			
	identifies steps required to achieve goals			
	uses a limited number of learning strategies (e.g. takes notes, organizes learning materials)			
	sequences activities in multi-step tasks			
	identifies multiple sources of information to complete tasks			
	evaluates own performance using established criteria and tools (e.g. checklist, rubrics)			
	begins to identify ways to improve performance			

Task Title: WriteaBookReport_SP_A1.3_B2.3_D2_E2

This task:

Was successfully completed

Needs to be tried again

Learner Comments:

Instructor (print):

Learner signature:
