

*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

 E1: 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
* 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 OnceTitle of Book: Just OnceAuthor: Mary Blount ChristianCora 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 |  |  |  |
|  | 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 |  |  |  |

This task:

Was successfully completed Needs to be tried again

Learner Comments:

Instructor (print): Learner signature