



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: The learner will read a book, then write a book report.

Main Competency/Task Group/Level Indicator:

- Find and Use Information/Read continuous text/A1.3
- Communicate Ideas and Information/Write continuous text/B2.3
- Use Digital Technology/D.2
- Manage Learning/E.2

Materials Required:

- Pen/pencil and paper and/or digital device
- Book

Learner Information

Students are often asked to write book reports to prove they have read and understood a book, assess their comprehension and retention, and develop writing skills. The goal is to have students summarize the book's plot, characters, and themes, and to express their analysis of the text in their own words, fostering critical thinking and literary analysis.

Read the "Sample Book Report".

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.

Work Sheet

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

Answer: No written response required here.

Task completed: Yes ☐

Task 2: Read the book.

Answer: No written response required here.

Task completed: Yes ☐

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

Answer: No written response required here.

Task completed: Yes ☐

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

Answer: No written response required here.

Task completed: Yes ☐

Task 5. Complete a final copy of the report using a computer

Answer: No written response required here.

Task completed: Yes ☐

Task 6: Print a copy of the final report and give it to your instructor.

Answer: No written response required here.

Task completed: Yes ☐

Answers

Answers will vary.

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_D.2_E.2

Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
B2.3 cont'd	uses a variety of vocabulary, structures, and approaches to convey main ideas with supporting details			
D.2	selects and follows appropriate steps to complete tasks			
	locates and recognizes functions and commands			
	makes low-level inferences to interpret icons and text			
E.2	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 ☐

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Learner Comments:

Instructor (print):

Learner signature:
