

Reporting on a Topic with a Logical Sequence

Name: _____

Date: _____

Score: _____ / 10



Quick Review

When you REPORT on a topic out loud, plan the order BEFORE you start. A strong report (1) opens with a clear topic, (2) presents related details together (not in random order), and (3) ends with a closing that ties back to the topic. Random hopping between facts confuses the audience.

PART 1 — READ

Read the passage. Then answer the questions.

Student report (out loud) - Theo on How a Tornado Forms

(1) Today I'm going to explain how a tornado forms in three stages: a thunderstorm, a rotating column of air, and a touchdown on the ground.

(2) FIRST, a tornado begins inside a special kind of thunderstorm called a supercell. (3) Inside a supercell, warm moist air near the ground rises fast while cooler dry air sits above it. (4) That difference makes the storm extremely unstable.

(5) SECOND, winds at different heights blow at different speeds and directions. (6) This wind shear can tilt a horizontal tube of spinning air upright, forming a rotating column inside the storm called a mesocyclone.

(7) THIRD, if the rotating column drops down and touches the ground, it becomes a tornado. (8) Tornadoes can damage buildings and tear up trees in seconds.

(9) So in summary, a tornado forms when a supercell + wind shear + a touchdown all line up - and that's why meteorologists watch supercells so carefully.

PART 2 — PRACTICE

Use the report below to answer the items.

- Which sentence is the OPENING that announces the topic AND the order of the report?
 - Sentence (4) - That difference makes the storm extremely unstable.
 - Sentence (8) - Tornadoes can damage buildings and tear up trees in seconds.
 - Sentence (5) - Winds at different heights blow at different speeds and directions.
 - Sentence (1) - Today I'm going to explain how a tornado forms in three stages.



2. Theo organizes his report as STAGE 1 then STAGE 2 then STAGE 3. What kind of order is this?
 - A. Cause-and-effect order, with multiple causes for the same effect.
 - B. Random order, with no clear plan.
 - C. Sequence order, in the actual time order the stages happen.
 - D. Compare-and-contrast order between two opposite ideas.
3. Sentence (8) reads *Tornadoes can damage buildings and tear up trees in seconds*. What is the PROBLEM with putting it where it is?
 - A. It is off topic.
 - B. It is a fact about TORNADO DAMAGE in the middle of a section explaining HOW A TORNADO FORMS - it interrupts the sequence.
 - C. It is the only sentence in the report and the report has no other sentences.
 - D. It is a fact about clouds, not tornadoes.
4. Where would Theo's sentence (8) about tornado damage BEST fit?
 - A. Cut it from this report (or move it to a separate report on tornado damage).
 - B. Right between sentences (3) and (4).
 - C. Inside the second stage, after the mesocyclone explanation.
 - D. At the very beginning, replacing sentence (1).
5. Which transition phrase from the report SIGNALS the next stage in the sequence?
 - A. In contrast,
 - B. On the other hand,
 - C. By the way,
 - D. SECOND,
6. Theo's CLOSING sentence (9) is strong because it...
 - A. ...asks a brand-new question with no answer.
 - B. ...ties the three stages together AND connects back to the topic and to why it matters (meteorologists watch supercells).
 - C. ...repeats sentence (1) word for word with no change.
 - D. ...starts a totally new topic about hurricanes.
7. Suppose Theo SCRAMBLES his report and presents the stages as 3 then 1 then 2. What is the MOST LIKELY effect on the audience?
 - A. The audience will get confused because the stages no longer follow each other in time.
 - B. The audience will follow more easily because shorter is better.
 - C. The audience will be more interested because surprise is fun.
 - D. The audience won't notice any difference.



8. Theo wants to ADD ONE more sentence to make stage 1 stronger. Which addition BEST fits the LOGICAL SEQUENCE of the report?

- A. The largest tornado on record was over two miles wide.
- B. Some movies about tornadoes are pretty exciting.
- C. Most supercell thunderstorms form in spring afternoons over the Great Plains, when warm Gulf air meets cool dry air from the Rockies.
- D. I once saw a really dark cloud out my car window.

9. Plan a SHORT report (out loud) on 'How a plant grows from a seed.' Write a TOPIC SENTENCE that ALSO previews the order, the way Theo did.

10. Now write the CLOSING sentence for the same report. It should TIE THE STAGES TOGETHER and connect back to the topic.



Answer Keys

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| <p>1 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D</p> <p>2 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D</p> <p>3 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>4 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>5 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D</p> | <p>6 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>7 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>8 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D</p> <p>9 <input type="text" value="See below"/></p> <p>10 <input type="text" value="See below"/></p> |
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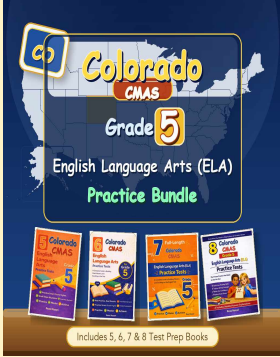
| Explanations | |
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| 1. D | Sentence (1) NAMES the topic (how a tornado forms) AND previews the structure (three stages). A is a supporting detail. B is a side fact about damage. C is a body sentence. |
| 2. C | C names the structure: each stage HAPPENS IN TIME ORDER (storm then rotating column then touchdown). A is partially related but not the organizing structure. B contradicts the clear plan. D is wrong (no comparison). |
| 3. B | B names the real issue: it's a true fact, but it's about effects/damage, not formation, and it appears in the formation section. A is too strong (it's somewhat related). C is false. D is false. |
| 4. A | Because the report's TOPIC is how tornadoes FORM, a damage fact does not belong here. The cleanest fix is to remove it (or save it for a different report). B and C insert it into the formation sequence. D would replace the topic sentence. |
| 5. D | <i>SECOND</i> directly marks the next stage in time. <i>In contrast</i> and <i>On the other hand</i> signal opposition. <i>By the way</i> signals an aside, not a sequence step. |
| 6. B | B names the work a strong closing does: SUMMARIZE the structure AND tie back to the topic's importance. A leaves the audience hanging. C is mere repetition. D abandons the topic. |
| 7. A | Sequence reports rely on TIME ORDER. Breaking that order forces listeners to mentally re-sort the information. B is irrelevant to order. C confuses surprise with clarity. D is unrealistic - order matters. |
| 8. C | C deepens stage 1 (supercell formation) with a logically connected fact about WHERE and WHEN supercells form. A is about size, not formation. B is opinion. D is a personal anecdote that doesn't advance the explanation. |
| 9. | Answer: Examples: (1) Today I'll explain how a seed becomes a full-grown plant in three stages: germination, seedling growth, and maturity. (2) A plant grows from a seed in three steps - first the seed sprouts, then the seedling pushes up, and finally the plant grows leaves, flowers, and seeds of its own. (3) I'll walk through the three main stages of a plant's life cycle, starting with the seed, then the seedling, and ending with the mature plant. Accept any single sentence that (a) names the topic clearly and (b) PREVIEWES THE STRUCTURE with stages, steps, or parts. NOT acceptable: a topic-only sentence ('Today I'll talk about plants') or a sentence that lists stages out of order. |



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| 10. | Answer: Examples: (1) So a plant grows when a seed germinates, the seedling pushes upward, and the mature plant produces seeds of its own - and that cycle is what keeps every garden going year after year. (2) In summary, the three stages - germination, seedling, and maturity - work together as one life cycle, which is why every fallen seed is the start of another plant. (3) From sprouting to seedling to mature plant, each stage builds on the last, showing why a single seed can grow into something that produces thousands more. Accept any single sentence that (a) names the stages from item 9 and (b) connects back to the report's topic or explains WHY the cycle matters. NOT acceptable: a closing that introduces a brand-new topic, a closing that just repeats the opening word for word, or a closing that names only one stage. |
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