

Name \_\_\_\_\_ Date \_\_\_\_\_

## Parts of Speech

The part of speech of a word reveals how the word is meant to be used in a sentence.

Part of Speech	Purpose	Examples
<b>Noun</b>	name of a person, place, thing, or idea	Lisa likes <b>geography</b> .
<b>Pronoun</b>	takes the place of a noun	I will see <b>you</b> later.
<b>Verb</b>	links the subject of a sentence to more information about the subject; tells what the subject is doing	Peter is a great swimmer. We <b>are</b> proud of him.  He <b>swims</b> every day.
<b>Adjective</b>	describes nouns and pronouns	Today is <b>very</b> cold.
<b>Adverb</b>	describes verbs or adjectives	We have to walk <b>quickly</b> .

**Read each sentence. Write the part of speech for the underlined word.**

- Sam woke up and looked at his clock. \_\_\_\_\_
- He was late for practice! \_\_\_\_\_
- He had already been late many times this month. \_\_\_\_\_
- Sam's mom said, "Don't worry. You are only a little late."  
\_\_\_\_\_
- Sam got dressed quickly. \_\_\_\_\_
- He ran as fast as possible and arrived on time! \_\_\_\_\_

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## Linking Words to Create Compound and Complex Sentences

Conjunctions link the parts of a compound or a complex sentence. Use a comma and a coordinating conjunction such as **and, or, but, or so** to create a compound sentence. Use a subordinating conjunction such as **although, because, since, or unless** to create a complex sentence.

**Compound:** Ben loves to act, **and** he will be in our play.

**Complex:** Ben will be in our play **because** he loves to act.

**Rewrite each pair of simple sentences to form a compound sentence using the conjunction in ( ) and a comma.**

- My sister is good at math. I am good at science. (and)  
\_\_\_\_\_
- It's a very long walk to school. I take the bus. (so)  
\_\_\_\_\_
- Maria plays soccer. She would rather play basketball. (but)  
\_\_\_\_\_

**Rewrite each pair of simple sentences to form a complex sentence using the conjunction in ( ).**

- Our soccer game ended. Then it started to rain. (before)  
\_\_\_\_\_
- We will also play tomorrow. We won't if the field is wet. (unless)  
\_\_\_\_\_

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## Variant Vowel /ô/

awful	called	dawn	pause
stalks	taught	thawing	walls

Write the spelling word that best completes each analogy.

1. **Night** is to **morning** as **dusk** is to \_\_\_\_\_.
2. **Good** is to **great** as **bad** is to \_\_\_\_\_.
3. **Flowers** are to **blossoms** as \_\_\_\_\_ are to **stems**.
4. **Melting** is to \_\_\_\_\_ as **icy** is to **frozen**.
5. **Windows** are to \_\_\_\_\_ as **skylights** are to **ceilings**.
6. \_\_\_\_\_ is to **instructed** as **stopped** is to **paused**.

Fill in the boxes for the spelling word **pause**.

meaning	sentence
synonym	homophone
antonym	

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Write the spelling words for the given spelling pattern.

Spelling words with **a/**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Spelling words with **aw**

4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Spelling words with **au**

7. \_\_\_\_\_
8. \_\_\_\_\_

Write the spelling word that is an antonym or a synonym of the bold word.

9. **continue** antonym: \_\_\_\_\_
10. **stems** synonym: \_\_\_\_\_
11. **instructed** synonym: \_\_\_\_\_
12. **wonderful** antonym: \_\_\_\_\_