Spelling tests should be given **weekly**. Select **15 words** from the Open Court lessons you will be covering that week. **High Frequency Words** (in bold) from each lesson **MUST** be included in the week’s spelling list.

**Reminder:** Open Court begins the **1st day of school** with the Getting Started Lessons. This should take you through the first 12 days of school. Therefore, **spelling words should be introduced the 3rd week**. This list should include spelling words from the lessons being taught that week.
Example Spelling Lists

Here is a sample of how to create your weekly spelling lists.

If you are working on Unit 1 Lessons 1-5 in a week, you would choose words from those lists for your weekly spelling list.

<table>
<thead>
<tr>
<th>Unit 1 – Lesson 1 /s/ spelled s</th>
<th>Unit 1 – Lesson 2 /m/ spelled m</th>
<th>Unit 1 – Lesson 3 /a/ spelled a – short a</th>
<th>Unit 1 – Lesson 4 /t/ spelled t and tt</th>
<th>Unit 1 – Lesson 5 Review Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>up</td>
<td>can</td>
<td>am</td>
<td>and</td>
<td>No spelling words</td>
</tr>
<tr>
<td>there</td>
<td>on</td>
<td>add</td>
<td>ten</td>
<td></td>
</tr>
<tr>
<td>say</td>
<td>on</td>
<td>act</td>
<td>tag</td>
<td></td>
</tr>
<tr>
<td>stay</td>
<td>same</td>
<td>ant</td>
<td>hat</td>
<td></td>
</tr>
<tr>
<td>see</td>
<td>time</td>
<td>apple</td>
<td>bite</td>
<td></td>
</tr>
<tr>
<td>sleep</td>
<td>dream</td>
<td>cap</td>
<td>plate</td>
<td></td>
</tr>
<tr>
<td>smile</td>
<td>team</td>
<td>rat</td>
<td>mitt</td>
<td></td>
</tr>
<tr>
<td>so</td>
<td>most</td>
<td>pan</td>
<td>kitten</td>
<td></td>
</tr>
<tr>
<td>suit</td>
<td>mute</td>
<td>flag</td>
<td>meet</td>
<td></td>
</tr>
<tr>
<td>notes</td>
<td></td>
<td>lamb</td>
<td>told</td>
<td></td>
</tr>
</tbody>
</table>

Sample List A
1. up
2. there
3. can
4. on
5. am
6. and
7. say
8. sleep
9. notes
10. time
11. add
12. apple
13. meet
14. bite
15. ten

Sample List B
1. up
2. there
3. can
4. on
5. am
6. and
7. say
8. so
9. same
10. rat
11. dream
12. mitt
13. told
14. apple
15. mute

Reminder: ALL HIGH FREQUENCY WORDS IN BOLD MUST BE INCLUDED IN YOUR LIST.
Unit 1 – Lesson 1

/s/ spelled s

up
there
say
stay
see
sleep
smile
so
suit
notes
Unit 1 – Lesson 2

/m/ spelled m

can
on
me
mine
same
time
dream
team
most
mute
Unit 1 – Lesson 3
/a/ spelled a – short a

am
add
act
ant
apple
cap
rat
pan
flag
lamb
Unit 1 – Lesson 4
/t/ spelled t and tt

and
ten
tag
hat
bite
plate
mitt
kitten
meet
told
Unit 1 – Lesson 5
Review Lesson

No spelling words
Unit 1 – Lesson 6

/d/ spelled d

is
see
the
deep
read
desk
dog
mud
odd
dime
Unit 1 – Lesson 7

/n/ spelled n

need
nice
nine
note
never
run
nest
nut
rain
fun
Unit 1 – Lesson 8
/i/ spelled i – short i

did
in
it
pig
win
fit
ill
sit
slid
miss
Unit 1 – Lesson 9
/h/ spelled h_

had
him
said
ham
hall
hot
hide
hippo
hop
hit
Unit 1 – Lesson 10

Review Lesson

No spelling words
Unit 1 – Lesson 11

/p/ spelled p

pig
pet
put
pot
hop
stop
clip
map
past
pill
Unit 1 – Lesson 12

/l/ spelled I and II

have
lake
life
lamp
hill
lime
pull
list
lap
pal
Unit 1 – Lesson 13

/ə/ spelled o – short o

has
dot
not
fox
ox
lock
spot
cob
trot
jog
Unit 1 – Lesson 14
/b/ spelled b

at
crab
bike
tub
web
big
bird
base
crib
bib
Unit 1 – Lesson 15
Review Lesson

No spelling words
Unit 2 – Lesson 1
/k/ spelled c
/aw/ spelled al and all

call
cold
wall
color
hall
cub
cape
can’t
cut
clap
Unit 2 – Lesson 2
/k/ spelled k or _ck

kid
kick
sick
black
neck
kite
sack
kind
fork
park
Unit 2 – Lesson 3
/r/ spelled r

read
ride
rose
trip
frog
print
room
rag
rack
rib
Unit 2 – Lesson 4

/f/ spelled f and ff

/s/ spelled ss

look
was
what
class
pass
miss
fog
fast
stiff
cuff
Unit 2 – Lesson 5

Review Lesson

No spelling words
Unit 2 – Lesson 6

/g/ spelled g

big
got
mug
grow
glad
hug
egg
glue
gate
bug
Unit 2 – Lesson 7

/j/ spelled j and _dge

to
edge
fudge
junk
jet
jam
June
joke
jazz
ridge
Unit 2 – Lesson 8

/u/ spelled u – short u

luck
cut
supper
plug
plus
must
pup
judge
duck
funny
Unit 2 – Lesson 9
/z/ spelled z, zz, and _s

ask
of
as
he
busy
fuzz
walls
zebra
zero
fizz
Unit 2 – Lesson 10

Review Lesson

his
just
Unit 2 – Lesson 11

/ks/ spelled x

sixty
fix
wax
fox
fix
extra
relax
excuse
exit
expect
Unit 2 – Lesson 12

/e/ spelled e – short e

down
if
its
red
peck
pen
next
dress
spend
cent
Unit 2 – Lesson 13

/ed/, /d/, /t/ spelled -ed

help
rented
picked
filled
showed
barked
tracked
melted
wasted
walked
Unit 2 – Lesson 14

/e/ spelled _ea_

then
bread
thread
deaf
instead
head
read
weather
dead
meadow
Unit 2 – Lesson 15
Review Lesson

No spelling word
Unit 3 – Lesson 1

/sh/ spelled sh

get
rash
ship
fish
brush
shell
smash
pushed
wished
cash
Unit 3 – Lesson 2

/th/ spelled th

that
this
tenth
thick
tooth
math
thumb
path
myth
thing
Unit 3 – Lesson 3
/ch/ spelled ch, tch

itch
which
checkup
child
chair
chalk
match
chill
hopscotch
watch
Unit 3 – Lesson 4
/or/ spelled or and ore

for
out
chore
acorn
thorn
important
score
morning
popcorn
storm
Unit 3 – Lesson 5

Review Lesson

jump
Unit 3 – Lesson 6
/ar/ spelled ar

little
party
large
March
carpet
starfish
harm
started
chart
artist
Unit 3 – Lesson 7
/m/ spelled _mb

- thumbs
- crumb
- lamb
- numb
- dumb
- limb
- bomb
- climb
- tomb
- comb
Unit 3 – Lesson 8

/w/ spelled w_
/hw/ spelled wh_

went
will
when
wink
white
window
whip
wished
whack
whale
Unit 3 – Lesson 9

/er/ spelled er, ir, ur

girl
her
stir
thirty
birthday
burned
under
summer
sister
turkey
Unit 3 – Lesson 10

Review Lesson

with
Unit 3 – Lesson 11

Schwa

an
they
ahead
pencil
across
bottom
sofa
panda
camel
other
Unit 3 – Lesson 12
Review Lesson

No spelling words
Unit 3 – Lesson 13

/ng/ spelled _ng
/nk/ spelled _nk

but
do
ring
blank
pink
song
blinked
chunk
lung
clanging
Unit 3 – Lesson 14
/kw/ spelled qu

she
quack
queen
quake
quiz
question
quiet
quill
quicker
liquid
No spelling words
Unit 4 – Lesson 1

/y/ spelled y_
/v/ spelled v

yes
seven
crayon
verb
vote
yelled
young
visit
yet
driver
Unit 4 – Lesson 2
Syllables with the consonants -le

were
sizzle
bubble
middle
wiggle
able
twinkle
sprinkle
turtle
people
Unit 4 – Lesson 3 and 4

/ā/ spelled a and a_e

April
fable
plane
take
baseball
cornflakes
raked
tape
paper
shape
Unit 4 – Lesson 5
Review Lesson

No spelling words
Unit 4 – Lesson 6 and 7

/ī/ spelled i and i_e

ride
walk
we
well
hi
size
climb
bike
tiny
dive
Unit 4 – Lesson 8

/s/ spelled ce and ci_

make
you
nice
city
circle
space
center
circus
twice
race
Unit 4 – Lesson 9

/j/ spelled ge and gi_

go
like
huge
giant
gem
germ
change
magic
page
gentle
Unit 4 – Lesson 10
Lesson Review

after
over
homemade
open
joke
stone
robot
whole
those
most
postcard
Unit 4 – Lesson 13 and 14

/ū/ spelled u and u_e

them
cube
use
unit
menu
mule
pupil
human
fume
student
Unit 4 – Lesson 15
Review Lesson

No spelling words
Unit 5 – Lesson 1 and 2

/ē/ spelled e and e_e

or

even

theme

these

recess

being

belong

between

fever

equal
Unit 5 – Lesson 3 and 4

/ē/ spelled ee and ea

two

tree

street

-clean

keep

weekend

wheel

-teapot

team

teach
green

take
Unit 5 – Lesson 6 and 7

/ē/ spelled _y and _ie_

every
chief
field
lady
heavy
pony
copycat
piece
babies
puppy
Unit 5 – Lesson 8 and 9
/s/ spelled cy, s, ce, and ci_
could
boy
some
icy
spicy
fancy
lacy
cycle
cylinder
pricy
here

going
Unit 5 – Lesson 11 and 12

/ā/ spelled ai_ and _ay

day
way
May
rainy
claim
nail
paint
play
clay
Sunday
Unit 5 – Lesson 13 and 14

/i:/ spelled _igh, _y, and _ie

sleep
don’t
my
too
try
sigh
light
die
drying
why
Unit 5 – Lesson 15
Review Lesson

came
me
right
Unit 6 – Lesson 1 and 2

/õ/ spelled oa_ and _ow

no
their
goat
shadow
scarecrow
coach
loaf
window
below
float
Unit 6 – Lesson 3 and 4

/ū/ spelled _ew and _ue

rescue
value
few
cue
continue
argue
mew
fuel
hue
hue
pewter
Unit 6 – Lesson 5
Review Lesson

away
Unit 6 – Lesson 6 and 7

/ōō/ spelled oo

saw
food
noodles
school
balloon
cartoon
loose
noon
boot
room
Unit 6 – Lesson 8

/ōō/ spelled _ue and u

blue
one
glue
tuba
numeral
Tuesday
July
tuna
true
due
Unit 6 – Lesson 9 and 10
Review Lessons

No spelling words
Unit 6 – Lesson 11

/ōō/ spelled _ew and u_e

very
blew
stew
super
reduce
drew
June
tune
prune
knew
Unit 6 – Lesson 12
Review Lesson

No spelling words
Unit 6 – Lesson 13 and 14

/oo/ spelled oo

good
now
foot
wood
shook
brook
cookbook
hook
crooked
stood
Unit 6 – Lesson 15
Review Lesson

No spelling words
Unit 7 – Lesson 1

/ow/ spelled ow

are
brown
how
shower
towel
clown
flower
gown
howl
downtown
Unit 7 – Lesson 2

/ow/ spelled ou

about
around
long
shout
round
noun
pouch
sound
tROUT
loud
Unit 7 – Lesson 3

/ow/ spelled ou_ and ow

See Unit 7 – Lessons 1 and 2
Unit 7 – Lesson 4

/n/ spelled kn

know
want
knife
knit
knight
knee
knew
knob
knot
kneel
by
into
Unit 7 – Lesson 6

/aw/ spelled au and aw

draw
thaw
hawk
cause
claw
straw
author
faucet
awful
August
Unit 7 – Lesson 7

Review Lesson

No spelling words
Unit 7 – Lesson 8

/aw/ spelled augh and ough

taught
daughter
thought
caught
fought
bought
brought
naughty
ought
stepdaughter
before
yellow
old
Unit 7 – Lesson 11 and 12

/oi/ spelled oi and oy

toy
annoy
oil
voice
avoid
hoist
spoil
cowboy
point
noise
Unit 7 – Lesson 13
/r/ spelled wr

wrap
wring
wrong
write
wrote
wreck
wrench
wrinkle
wrestle
wren
Unit 7 – Lesson 14
/f/ spelled ph

phone
phonics
phase
graph
dolphin
gopher
photo
nephew
physical
phrase
Unit 7 – Lesson 15

Review Lesson

No spelling words
Unit 7 – Lesson 16

/er/ spelled ear

learn
earth
earn
search
heard
early
yearn
earning
learned
pearl

Grade 1 Spelling Lists – Aligned with Open Court phonics
Unit 7 – Lesson 17

/ē/ spelled ey

key
monkey
alley
valley
hockey
turkey
honey
money
chimney
hokey
No spelling words
Choose your own *short a and long a* words or those used in previous lessons.
Unit 8 – Lessons 6 to 10
Review Lessons
Short i and Long i

Choose your own *short i and long i* words or those used in previous lessons.
Choose your own short o and long o words or those used in previous lessons.
Unit 8 – Lessons 16 to 20

Review Lessons

Short u and Long u

Choose your own *short u and long u* words or those used in previous lessons.
Unit 8 – Lessons 21 to 25

Review Lessons

Long Vowel Words

Choose your own *long vowel* words or those used in previous lessons.
Choose your own **short e and long e** words or those used in previous lessons.
Choose your own **consonant blend** words or use the ones listed below.

- plate
- grand
- stump
- print
- smart
- flinch
- grass
- glad
- plant
- draw
Unit 9 – Lessons 11 to 15

Consonant Digraphs

Choose your own *consonant digraph* words or use the ones listed below.

- white
- whale
- shake
- ship
- thump
- path
- whisper
- chair
- catch
- think

Grade 1 Spelling Lists – Aligned with Open Court phonics
Unit 9 – Lessons 16 to 20

Review Lessons

*r*-controlled vowels

Choose your own *r*-controlled vowel words or use the ones listed below.

- bird
- burn
- heard
- start
- march
- turn
- early
- curly
- order
Unit 9 – Lessons 21 to 25

Review Lessons

Choose your own *r-controlled vowel, consonant digraph, consonant blend, long e, and short e* words or use the ones listed below.

- street
- smell
- blend
- speak
- yard
- sparkle
- present
- sweater
- plenty
- checkers

Grade 1 Spelling Lists – Aligned with Open Court phonics
Unit 10 – Lessons 1 to 5

Review Lessons

/ōō/ and /oo/

Choose your own /ōō/ and /oo/ words or those used in previous lessons.

(Unit 6: Lessons 6-14)
Choose your own /ow/ and /oi/ words or those used in previous lessons.

(Unit 7: Lessons 1-3 and 11-12)


Unit 10 – Lessons 11 to 15
Base Words, Prefixes, and Endings

happy
happiness
unhappy
soft
softer
softest
softness
like
dislike
unlike
likes
loud
aloud
louder
chase
chases
chasing
hard
hardest
hardness