Spelling tests should be given **weekly**. Select **20 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 10 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 (Day 1)</th>
<th>Unit 1 – Lesson 1 (Day 2)</th>
<th>Unit 1 – Lesson 1 (Day 3)</th>
<th>Unit 1 – Lesson 1 (Day 4)</th>
<th>Unit 1 – Lesson 2 (Day 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>/ā/ spelled a_e and a</td>
<td>/ā/ spelled a_e and a</td>
<td>/ī/ spelled i and i_e</td>
<td>/ī/ spelled i and i_e</td>
<td>/ō/ spelled o_e and o</td>
</tr>
<tr>
<td>made</td>
<td>made</td>
<td>white</td>
<td>white</td>
<td>both</td>
</tr>
<tr>
<td>gave</td>
<td>gave</td>
<td>kind</td>
<td>kind</td>
<td>open</td>
</tr>
<tr>
<td>ate</td>
<td>ate</td>
<td>find</td>
<td>find</td>
<td>hold</td>
</tr>
<tr>
<td>tape</td>
<td>tape</td>
<td>pride</td>
<td>pride</td>
<td>cold</td>
</tr>
<tr>
<td>snake</td>
<td>snake</td>
<td>life</td>
<td>life</td>
<td>cobra</td>
</tr>
<tr>
<td>bacon</td>
<td>bacon</td>
<td>pilot</td>
<td>pilot</td>
<td>stone</td>
</tr>
<tr>
<td>cable</td>
<td>cable</td>
<td>idle</td>
<td>idle</td>
<td>slope</td>
</tr>
<tr>
<td>staple</td>
<td>staple</td>
<td>time</td>
<td>time</td>
<td>bonus</td>
</tr>
<tr>
<td>blame</td>
<td>blame</td>
<td>grind</td>
<td>grind</td>
<td>scold</td>
</tr>
<tr>
<td>gate</td>
<td>gate</td>
<td>bride</td>
<td>bride</td>
<td>fold</td>
</tr>
</tbody>
</table>

**Sample List A**

1. made  
2. gave  
3. ate  
4. white  
5. kind  
6. find  
7. both  
8. open  
9. hold  
10. cold

**Sample List B**

1. made  
2. gave  
3. ate  
4. white  
5. kind  
6. find  
7. both  
8. open  
9. hold  
10. cold

11. snake  
12. bacon  
13. blame  
14. tape  
15. pride  
16. life  
17. time  
18. stone  
19. bonus  
20. cobra

11. staple  
12. blame  
13. gate  
14. pilot  
15. life  
16. bride  
17. fold  
18. bonus  
19. slope  
20. idle

**Reminder:** ALL HIGH FREQUENCY WORDS IN BOLD **MUST** BE INCLUDED IN YOUR LIST.

Grade 2 Spelling Lists – Aligned with Open Court phonics
### Unit 1 – Getting Started

#### High Frequency Words

The following words are High Frequency Words from 1st grade. Use them as spelling words for the first two weeks of school. Remember to select 20 words for each week.

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>would</td>
<td></td>
<td></td>
<td>off</td>
<td>must</td>
</tr>
<tr>
<td>came</td>
<td></td>
<td></td>
<td>fast</td>
<td>run</td>
</tr>
<tr>
<td>around</td>
<td></td>
<td></td>
<td>stop</td>
<td>ten</td>
</tr>
<tr>
<td>where</td>
<td></td>
<td></td>
<td>best</td>
<td>us</td>
</tr>
<tr>
<td>away</td>
<td></td>
<td></td>
<td>tell</td>
<td></td>
</tr>
<tr>
<td>here</td>
<td></td>
<td></td>
<td>who</td>
<td></td>
</tr>
<tr>
<td>before</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>may</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>give</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>these</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 6</td>
<td>Day 7</td>
<td>Day 8</td>
<td>Day 9</td>
<td>Day 10</td>
</tr>
<tr>
<td>much</td>
<td>drink</td>
<td>learn</td>
<td>animal</td>
<td>use</td>
</tr>
<tr>
<td>wish</td>
<td>think</td>
<td>hurt</td>
<td>black</td>
<td>seven</td>
</tr>
<tr>
<td>upon</td>
<td>bring</td>
<td>never</td>
<td></td>
<td></td>
</tr>
<tr>
<td>which</td>
<td>pick</td>
<td>first</td>
<td></td>
<td></td>
</tr>
<tr>
<td>start</td>
<td>sing</td>
<td>under</td>
<td></td>
<td></td>
</tr>
<tr>
<td>far</td>
<td>thank</td>
<td>better</td>
<td></td>
<td>why</td>
</tr>
</tbody>
</table>

Grade 2 Spelling Lists – Aligned with Open Court phonics
Unit 1 – Lesson 1 (Days 1 and 2)

/ā/ spelled a_e and a

made
gave
ate
tape
snake
bacon
cable
staple
blame
gate
Unit 1 – Lesson 1 (Days 3 and 4)

/ɪ/ spelled i and i_e

white
kind
find
pride
life
pilot
idle
time
grind
bride
Unit 1 – Lesson 2 (Days 1 and 2)

/ō/ spelled o_e and o

both
open
hold
cold
cobra
stone
slope
bonus
scold
fold
Unit 1 – Lesson 2 (Days 3 and 4)

/ū/ spelled u_e and u

go
buy
human
bugle
use
pupil
humid
unit
cucumber
muse
Choose your own *long a, long i, long o, and long u* words that follow the patterns above. Make sure to include the High Frequency Words below.

another
many
Unit 1 – Lesson 4 (Days 1 and 2)

/ѣ/ spelled _e_ and e

because
does
evening
secret
complete
beside
these
before
equal
athlete
Unit 1 – Lesson 4 (Days 3 and 4)
Reviewing Long Vowels

moment
total
October
humiliate
zebra
museum
spider
banjo
menu
face
Unit 1 – Lesson 5 (Days 1 and 2)

/n/ spelled kn_

/r/ spelled wr_

wrapper
wreck
knack
knelt
wrench
wrath
handwrite
knothole
knapsack
knuckles
Unit 1 – Lesson 5 (Days 3, 4, 5, and 6)

/m/ spelled _mb

/f/ spelled ph

people
write
together
thumb
plumber
phrase
paragraph
telephone
graphic
alphabet
Unit 1 – Lesson 5 (Day 7)
Review Lesson

No spelling words
Unit 2 – Lesson 1 (Days 1 and 2)

/ē/ spelled ee and ea

queen

green

trees

each

pea

weaver

northeast

appear

beanbag

volunteer
Unit 2 – Lesson 1 (Days 3, 4, and 5)

/ē/ spelled e and e_e

eat
read
clean
please
keep
three
legal

feline
theme
eleven
meter
react
remodel
Unit 2 – Lesson 2 (Days 1 and 2)

/ā/ spelled ai_ and _ay

play
say
wait
mailman
spray
gray
railway
sideways
delay
gain
Unit 2 – Lesson 2 (Days 3 and 4)

/ā/ spelled a_e and a

late
frame
slate
later
grape
shape
acorn
crater
tablecloth
pavement
Unit 2 – Lesson 3 (Days 1 and 2)

/ē/ spelled ee, ea, e, and e_e

seems
hear
female
least
detail
peanut
beetle
beneath
concrete
eagle
Unit 2 – Lesson 3 (Days 3, 4, and 5)

/ā/ spelled ai__, ay__, a_e, and a

- only
- live
- raid
- frail
- holiday
- entertain
- faint
- crayon
- basil
- main
Unit 2 – Lesson 4 (Day 1)

/ē/ spelled _ie_, _y_, and _ey

carry
funny
field
yield
brief
messy
baby
pennies
alley
jersey
Unit 2 – Lesson 4 (Days 2, 3, 4, and 5)

/ē/ spelled _ie_, _y, _ey, ee, ea, e, and e_e

See Unit 2 - Lesson 3 (Day 1 and 2)

Lesson 4 (Day 1)

extreme
supreme
stampede
creak
keeping
millipede
grief
cashier
beach
screen
Unit 2 – Lesson 5 (Days 1 and 2)

/s/ spelled ce, ci_, and cy

place
again
fancy
peace
cider
city
slice
price
circle
prince
Unit 2 – Lesson 5 (Days 3, 4, 5, and 6)

/j/ spelled ge and gi_

great
done
age
charge
stage
logic
giraffe
gigantic
page
giggle
Unit 2 – Lesson 5 (Day 7)

Review Lesson

No spelling words
Unit 3 – Lesson 1 (Days 1 and 2)

/ɪ/ spelled _igh, i_e, i

work
light
high
sigh
bright
kind
inside
tiny
library
exercise
Unit 3 – Lesson 1 (Days 3 and 4)

/ɪ/ spelled _y and _ie

try
fly
myself
deny
lie
died
recycle
butterflies
identify
dehydrate
Unit 3 – Lesson 2 (Days 1 and 2)
/ō/ spelled _ow and oa_

know
flow
lower
loan
toad
shadow
swallow
follow
tomorrow
borrow
Unit 3 – Lesson 2 (Days 3, 4, and 5)

/ɔ/ spelled o_e and o

own
shown
grown
omit
those
told
throne
alone
over
postpone
Unit 3 – Lesson 3 (Days 1 and 2)

/ī/ spelled _igh, i, i_e, _y, and _ie

thigh
might
climb
flight
decided
rind
mine
find
drive
mesmerize
Unit 3 – Lesson 3 (Days 3, 4, and 5)
/ő/ spelled _ow, oa_, o_e and o

- pull
- froze
- loaves
- shows
- mellow
- rolls
- sparrow
- meatloaf
- zone
- soap
Unit 3 – Lesson 4 (Days 1 and 2)

/ū/ spelled _ew and _ue

value
curfew
argue
nephew
few
barbecue
rescue
continue
valuable
cue
Unit 3 – Lesson 4 (Days 3, 4, and 5)

/ũ/ spelled u_e, and u

used

cute

humor

puny

uniform

universal

utility

music

reuse

unique
Unit 3 – Lesson 5 (Days 1 and 2)
Open and Closed Syllables

broken

grocery

hidden
dinner

handle
bundle
recent
bonus
basic
butter
Unit 3 – Lesson 5 (Days 3, 4, 5, and 6)

/ū/ spelled _ew, _ue, u_e, and u

today
eight
humidity
unify
utensil
community
confuse
university
communicate
stew
Unit 3 – Lesson 5 (Day 7)
Review Lesson

No spelling words
soon
mood
doom
tea spoon
loose
choose
stool
stoop
moonbe am
shampoo
Unit 4 – Lesson 1 (Days 4 and 5)
Plurals, Synonyms, and Antonyms

classes
beaches
animals
colors
sharp
dull
quiet
noisy
light
dark
Unit 4 – Lesson 2 (Days 1 and 2)

/ōō/ spelled u_e, _ew, and u

new

tune

ruler

ruby

prune

truly

super

rude

chew

duty
Unit 4 – Lesson 2 (Days 3, 4, and 5)

Compound Words and Contractions

classroom
raincoat
sandbox
doorknob
doghouse
can’t
don’t
that’s
I’m
it’s
Unit 4 – Lesson 3 (Days 1 and 2)

/oo/ spelled oo

- warm
- wash
- hook
- cook
- stood
- shook
- overlook
- foot
- notebook
- understood
Unit 4 – Lesson 3 (Days 3, 4, and 5)

Prefixes dis- and un-

dislike
disagree
disrespect
unkind
unable
uncertain
disobey
disapprove
unfair
unaware
Unit 4 – Lesson 4 (Days 1 and 2)

/ow/ spelled ow and ou

found
round
sound
house
powder
about
shower
crouching
shouted
somehow
Unit 4 – Lesson 4 (Days 3, 4, and 5)

Prefixes mis- and mid-

misplace
miscount
misread
misguide
misbehave
midyear
midline
midnight
midway
midweek
Unit 4 – Lesson 5 (Days 1 and 2)
Reviewing /ōō/, /oo/, and /ow/

picture
smooth
nook
brook
overlook
noun
brown
ground
bounce
pound
Unit 4 – Lesson 5 (Days 3, 4, 5, and 6)

Inflectional Endings, Comparative Ending –er, and Irregular Plurals

full
looking
cooking
smiling
called
changed
harder
taller
men
leaves
Unit 4 – Lesson 5 (Day 7)

Review Lesson

No spelling words
Unit 5 – Lesson 1 (Days 1 and 2)

/aw/ spelled aw and au

draw
small
hawk
fault
launch
haul
jawbone
yawning
haunt
sauce
Unit 5 – Lesson 1 (Days 3, 4, and 5)
Suffixes –er and –ness

reader
teacher
worker
dancer
goodness
sadness
sickness
tardiness
happiness
gentleness
Unit 5 – Lesson 2 (Days 1 and 2)

/aw/ spelled augh, ough, all, and al

caught
ought
thought
fought
fall
baseball
talk
also
walnut
stall
Unit 5 – Lesson 2 (Days 3, 4, and 5)
Suffixes –ly, -y, and -ed

softly
loudly
suddenly
lucky
dirty
snowy
hopped
skipped
stopped
plotted
Unit 5 – Lesson 3 (Days 1 and 2)
The ough pattern

laugh
dough
though
bought
sought
rough
enough
cough
thorough
bough
Unit 5 – Lesson 3 (Days 3, 4, and 5)

Suffixes –less, and –ful

Affixes as syllables

hopeless

timeless

fearless

helpful

thankful

slowly

dislike

careless

careful

unfair
Unit 5 – Lesson 4 (Days 1 and 2)

/oɪ/ spelled _oy and oi

always
ploy
oil
decoy
employ
checkpoint
boil
enjoy
rejoice
disappoint
Unit 5 – Lesson 4 (Days 3, 4, and 5)

Multiple Meaning Words

Homophones

show
watch
fan
bark
role
roll
to
too
two
pen
Unit 5 – Lesson 5 (Days 1 and 2)

Reviewing /aw/ and /oi/

dawn
crawl
vault
soy
joint
moist
spoil
poison
royal
loyal
Unit 5 – Lesson 5 (Days 3, 4, 5, and 6)

Words with the same base

fall
once
snowing
snowed
uses
used
electrical
electrify
equal
equator
Unit 5 – Lesson 5 (Day 7)
Review Lesson

No spelling words
Unit 6 – Lesson 1 (Days 1 and 2)

Reviewing /ō/, /ow/, /ū/, and /ōō/

- rows
- eyebrows
- slowly
- truth
- avenue
- rescue
- kangaroo
- food
- hood
- unit
Plurals, Antonyms, Synonyms, Compounds, and Contractions

benches
collect
gather
let’s
aren’t
could’ve
she’ll
takeout
bookshelf
homework
Unit 6 – Lesson 2 (Days 1 and 2)

Silent Consonants

climb
knock
gnat
signs
wreath
school
stomach
hour
doubt
taught
Unit 6 – Lesson 2 (Days 3, 4, and 5)
Prefixes dis-, un-, mis, and mid-

disable
disappear
untie
unknown
miscopy
misinform
midsize
midpoint
undiscovered
discomfort
Unit 6 – Lesson 3 (Days 1 and 2)

Three – letter Initial Consonant Blends

script
scrape
scream
split
splash
splint
spray
spread
stretch
struck
**Unit 6 – Lesson 3 (Days 3, 4, and 5)**

Inflectional Endings, Comparative Ending –er, Irregular Plurals, and Suffixes –er and -ness

<table>
<thead>
<tr>
<th>spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>studying</td>
</tr>
<tr>
<td>eating</td>
</tr>
<tr>
<td>younger</td>
</tr>
<tr>
<td>children</td>
</tr>
<tr>
<td>people</td>
</tr>
<tr>
<td>sleepiness</td>
</tr>
<tr>
<td>happiness</td>
</tr>
<tr>
<td>easier</td>
</tr>
<tr>
<td>women</td>
</tr>
<tr>
<td>greater</td>
</tr>
</tbody>
</table>
Unit 6 – Lesson 4 (Days 1 and 2)

/ow/ spelled ow and ou

/aw/ spelled aw and au

south
frowned
flaw
audible
author
drown
gown
clown
squawk
launch
Unit g – Lesson 4 (Days 3, 4, and 5)

Suffixes –ed, -y, -ful, -less, and -ly

slipped

tugged

messy

shiny

fearful

powerless

hopeful

gently

quietly

powerfully
Unit 6 – Lesson 5 (Days 1 and 2)
Review all words in Lessons 1 and 2

Choose your own words or those used in previous lessons.
Unit 6 – Lesson 5 (Days 3, 4, 5, 6)

Review Affixes as syllables, Multiple Meaning Words, Homophones, and Words with the same base

walk
walkway
walkers
well
whole
midair
misaim
charmed
charming
charmer
Unit 6 – Lesson 5 (Day 7)
Review all words in Lessons 3 and 4

Choose your own words or those used in previous lessons.