Fidelity Checklist
List-Group-Label

List-Group-Label is an activity that helps to activate what students already know about vocabulary words. It is an extension to brainstorming, which quickly allows students to recall what they already know about a topic. List-group-label was first introduced by Hilda Taba in her book, *Teachers' Handbook to Elementary Social Studies* (1967). She rationalizes that by categorizing words, students will be able to use their prior knowledge to make inferences and discussions that could lead to deeper comprehension of texts. It was designed to help teachers activate students' schema when thinking about a certain concept, to improve their vocabulary, to help mentally organize topics, and to help students find more success in remembering new vocabulary.

The first step in the strategy is to have students generate a list of words that relate to a selected topic or concept, usually one that reflects a main idea that will be addressed in the text to be studied. This first step involves brainstorming, requiring students to access their prior knowledge. Next, students should group the words into categories either individually or in smaller learning teams. Students are invited to look for similarities between words and justify their groupings. The last step is to label each group accordingly. This label should connect each of the words in the group. Once the activity is completed, it is important for the teacher to ask students to make predictions about what they think the text will be about (Vacca, Vacca, & Mraz, 2014).

Wood (2001) suggests a variation to the List-Group-Label strategy that adds a fourth step that involves students in writing. Using this variation, students are asked to write a sentence or paragraph using the words from one of the groups once they have completed the list, group, and label steps in the strategy. This step allows students to synthesize their understanding of how the words are connected while simultaneously revealing important background knowledge.

Science of Reading connection:
The *Science of Reading* approach offers the simple view of reading, a scientific theory that states a student's ability to read depends on how well they can decode words and comprehend language. In order to learn how to read, students need explicit instruction in the essential components of reading—phonological awareness, phonics, fluency, vocabulary, and reading comprehension. Keeping both of these crucial ideas in mind, Scarborough's (2018)Reading Rope offers a visual about the many components that are "woven into" skilled reading. The two main components, of course, are language comprehension and word recognition, as stated in the simple view of reading. However, many valuable skills are necessary to strengthen a student's language comprehension and word recognition. The List-Group-Label strategy helps students expand on their current vocabulary and learn new vocabulary. It allows students to draw upon their background knowledge. Both of these contribute to the strengthening of a student's language comprehension.

Date: Activity/Class:

LIST-GROUP-LABEL	YES	NO	COMMENTS
1. Prepare students for reading by identifying a key concept that reflects one of the main topics that will be addressed in the text.			
2. Have students participate in brainstorming to generate a list of words related to the concept.			
3. Arrange students in learning teams to group the words into logical arrangements.			
4. Instruct the teams to label each group.			
5. Ask the students to make predictions about the content of the text.			

6. Individually, have students write a few sentences using the words from one of the groups they constructed during the activity.			
7. After reading, students should revisit their groups, eliminating words that no longer fit and regrouping according to what they learned in the text.			
Total steps completed accurately:			
Percentage of steps completed accurately:			

Additional notes or comments: