

**Figure 3.3 Design a Think-Aloud**

Possible Features to Model	Features You Plan to Model
1. Name the strategy, skill, or task.	
2. State the purpose of the strategy, skill, or task.	
3. Explain when the strategy or skill is used.	
4. Use analogies to link prior knowledge to new learning.	
5. Demonstrate how the skill, strategy, or task is completed.	
6. Alert learners to errors to avoid.	
7. Assess the use of the skill.	

Source: Adapted from Fisher, D., Frey, N., & Lapp, D. (2009). *In a reading state of mind: Brain research, teacher modeling, and comprehension instruction*. Newark, DE: International Reading Association.

Retrieved from the companion website for *Teaching Literacy in the Visible Learning Classroom, Grades 6–12* by Douglas Fisher, Nancy Frey, John Hattie, and Marisol Thayre. Thousand Oaks, CA: Corwin, [www.corwin.com](http://www.corwin.com). Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.