

<b>Discussion function</b>	<b>Discussion terms<sup>1</sup></b>
Add to a peer's ideas	Let's build on ___'s idea I want to piggyback off of ... My idea is related to ___'s ideas. Along those same lines, ... I would like to add that... I would like to build upon what ___ said I have two points that relate to what you said. First...
Contradict or disagree	On the other hand, ... I disagree with what Ana said. That's a good point, but I think... It is not a case of... bur rather... We have all heard that... , but I propose a new way of looking at... True, but I would like to point out that... I understand the idea of ..., but we believe that.... That's a valid point, but I feel... Then again, we shouldn't forget... And yet, we need to remember that...
Shift the focus to clarify	I think it is more helpful to look at... This isn't that relevant because... We must dig deeper into the idea of... Let's consider not only... but also... One aspect of this that is particularly important is... because...
Analyze	OK, let's backtrack. Another aspect is... We ought to distinguish between... Let's see how the pieces fit together to make... There is a pattern that emerges when we look at... However, one question I still have is... What kind of evidence is there for that? What else should we consider?
State an opinion	What struck me was... I hadn't thought about that. Along those same lines, I feel that...
Support a point with evidence	For example, ... Based upon what? It is analogous to... Evidence includes when...

<sup>1</sup> Based in part upon p. 117, Building Academic Language: essential practices for content classrooms, Jeff Zwiers, Jossey-Bass, 2008