

If . . . or When . . .	You Can . . .
1. The conversation doesn't start well or at all,	<ul style="list-style-type: none"> ● Say, "Let's understand (clarify or define) this. . . What we need to do is . . ." ● Ask, "What does . . . mean in this case (context or situation)?" ● Say, "Let's scan through the text again and look for . . ." ● Say, "Let's take two different sides; which one do you want?"
2. Your partner offers a short response,	<ul style="list-style-type: none"> ● Ask for specific clarification or elaboration. ● Ask a question (Why? How? I wonder why/how. . .). ● Ask what a word or expression means. ● Ask for an example that supports it. ● Give an example, and ask if your partner agrees.
3. Your partner offers a long and confusing response,	<ul style="list-style-type: none"> ● Paraphrase it, and relate it to the conversation purpose. ● Ask to clarify the most relevant part of the response. ● Ask for additional evidence or examples.
4. Your partner shares a piece of evidence,	<ul style="list-style-type: none"> ● Ask how the evidence supports the idea. ● Add your own explanation for how well it supports the idea. ● Ask how well the evidence supports the idea. ● Ask for additional evidence and examples: "What is other evidence that might support your idea?" ● Compare and contrast it to other evidence.
5. Share your idea, and get little response ("Yeah, OK, uh huh, or hmmm),	<ul style="list-style-type: none"> ● Ask your partner what he or she thinks about your idea. ● Ask your partner for his or her evidence for your idea. ● Tell your partner to disagree with you, so you can make your idea stronger. ● Ask, "Do we have enough evidence to argue this idea?"

If-When Chart for What to Say Next (from Zwiers et al., 2014).

For example, fourth-grade teacher, Ms. Nguyen, noticed that some students were responding to their partners' ideas about animal adaptations with short responses such as "I agree" and "OK." She tells students to use some of the ideas in Rows 2 and 5 of the chart, which are on the board in the front of the room. She then works with one pair of students, who have the following conversation: