

- R** Indicate and walk through relevant **relationship(s)** from allowed knowledge
- E** Indicate quantities that are **equal** and why they are equal
- A** Indicate quantities that are **altered or different** and why they are altered or different
- So** **So what?**
- N** Is there any quantity to analyze **next**?

The steps in REASoN correspond to models of explanations described in the following references.
K. McNeill, D. Lizotte, J. Krajcik, and R. Marx, "Supporting students' construction of scientific explanations by fading scaffolds in instructional materials," *J. Learn. Sci.* **15**(2): 153-191 (2006)
doi:10.1207/s15327809jls1502_1.
S. Toulmin, *The Uses of Argument*, Updated edition (Cambridge University Press, Cambridge, 2003).

Analyze

(which does not mean just plug and chug)

Communicate