beetleş

## REFERENCES

- Berland, L., & D. Hammer. (2012). Framing for scientific argumentation. *Journal of Research in Science Teaching*, 49 (1), 68–94.
- Duschl, R.A., and J. Osborne (2002) Supporting and promoting argumentation discourse in science education. *Studies in Science Education* 38 (1): 39–72.
- Falk, A., & L. Brodsky. (2013). Teacher's Toolkit: Scientific explanations and arguments: Understanding their nature through historical examples. *Science Scope*, 37 (3), 10–18.
- Falk, A., & L. Brodsky. (2014). Teacher's Toolkit: Scientific explanations and arguments: Seeing and supporting explanation and argumentation in students' talk. *Science Scope*, 37 (7), 66–70.
- Falk, A., Beals, K., & L. Brodsky (2013). Helping students evaluate the strength of evidence in scientific arguments. *Science Scope*, 36 (9), 22–28.
- Michaels, S. and C. O'Connor (2012). Talk Science Primer. TERC: Cambridge, Mass.
- National Research Council, (2012). A Framework for K–12 Science Education, Practices, Crosscutting Concepts, and Core Ideas. Committee on a Conceptual Framework for New K–12 Science Standards. Board on Science Education, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press.
- National Research Council. (2007). *Taking Science to School: Learning and Teaching Science in Grades K–8*. Washington, DC: National Academies Press.
- National Research Council. (2008). *Ready, Set, Science: Putting Research to Work in K–8 Science Classrooms*. Washington, DC: National Academies Press.
- National Research Council. (2010). Surrounded by Science: Learning Science in Informal Environments. Washington, DC: National Academies Press.
- Norris, K. (1998). Mountain Time. University of California Natural Reserve System. Available at Lulu.com.
- Osborne, J., (2010). Arguing to learn in science: The role of collaborative, critical discourse. Science, 328 (23), 463–466.
- Osborne, J., & A. Patterson. (2011). Scientific Argument and Explanation: A Necessary Distinction? Science Education 95 (4), 627–638.
- Reiser, B., Berland, L., & L. Kenyon. (2012). Engaging students in the scientific practices of explanation and argumentation. *Science and Children*, 49 (8), 8–13.
- Sandoval, W., & B. Reiser. (2004). Explanation-driven inquiry: Integrating conceptual and epistemic scaffolds for scientific inquiry. *Science Education*, 88 (3), 345–372.
- Thompson, J., Braaten, M., Windschitl, M., Sjoberg, B., Jones, M., & K. Martinez (2009). Collaborative inquiry into students' evidence-based explanations: How groups of science teachers can improve teaching and learning. *The Science Teacher*, November, 48–52.