References

- Almarode, J. T., Fisher, D., Assof, J., Hattie, J. A., & Frey, N. (2019). Teaching mathematics in the Visible Learning classroom, grades 9–12. Thousand Oaks, CA: Corwin.
- Almarode, J. T., & Miller, A. M. (2013). Captivate, activate, and invigorate the student brain in science and math, grades 6–12. Thousand Oaks, CA: Corwin.
- American Psychological Association, Coalition for Psychology in Schools and Education. (2015). Top 20 principles from psychology for preK-12 teaching and learning. Retrieved from http://www.apa.org/ed/schools/cpse/top-twentyprinciples.pdf
- Antonetti, J., & Garver, J. (2015). 17,000 classroom visits can't be wrong. Alexandria, VA: Association for Supervision and Curriculum Development.
- Berry, R. Q., III, & Thunder, K. (2017). Concrete, representational, and abstract: Building fluency from conceptual understanding. Virginia Mathematics Teacher, 43(2), 28–32.
- Biggs, J. B., & Collis, K. F. (1982). Evaluating the quality of learning: The SOLO taxonomy (structure of observed learning outcome). New York, NY: Academic Press.
- Boaler, J. (2015). What's math got to do with it? How teachers and parents can transform mathematics learning and inspire success (Rev. ed.). New York, NY: Penguin.
- Boaler, J. (2016). Mathematical mindsets. New York, NY: Jossey-Bass.
- Bushart, B. (2014). Numberless word problems. Retrieved from https://bstockus.wordpress.com/numberless-word-problems/
- Carpenter, T. P., Fennema, E., Franke, M. L., Levi, L., & Empson, S. B. (1999).
 Children's mathematics: Cognitively guided instruction. Reston, VA: National Council of Teachers of Mathematics.
- Carpenter, T. P., Franke, M. L., & Levi, L. (2003). Thinking mathematically: Integrating arithmetic and algebra in elementary school. Portsmouth, NH: Heinemann.
- Clements, D. H. (2004). Major themes and recommendations. In D. H. Clements, J. Sarama, & A. DiBiase (Eds.), Engaging young children in mathematics: Standards for pre-school and kindergarten mathematics education (pp. 7–72). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- Clements, D. H., & Sarama, J. (2007). Early childhood mathematics learning. In F. K. Lester, Jr. (Ed.), Second handbook of research on mathematics teaching and learning (pp. 461–555). New York, NY: Information Age.

- Clements, D. H., & Sarama, J. (2014). *Learning and teaching early math: The learning trajectories approach* (2nd ed.). New York, NY: Routledge.
- Curriculum Services Canada. (2011). *Bansho (board writing)* (Special ed. 17). Ontario, Canada: Author.
- Denton, P. (2013). *The power of our words: Teacher language that helps children learn* (2nd ed.). Turner Falls, MA: Center for Responsive Schools, Inc.
- Fennell, F. S., Kobett, B. M., & Wray, J. A. (2017). *The formative 5: Everyday assessment techniques for every math classroom*. Thousand Oaks, CA: Corwin.
- Frey, N., Hattie, J., & Fisher, D. (2018). *Developing assessment-capable visible learners*. Thousand Oaks, CA: Corwin.
- Gagnon, J. C., & Maccini, P. (2001). Preparing students with disabilities for algebra. *Teaching Exceptional Children*, 34(1), 8–15.
- Guskey, T. R. (2014). *On your mark: Challenging the conventions of grading and reporting.*Bloomington, IN: Solution Tree.
- Hansen, J., & Thunder, K. (2014). Spanish, mathematics, and English: The languages of success in a grade 8 class. *Voices From the Middle*, 21(3), 18–23.
- Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Routledge.
- Hattie, J., Fisher, D., Frey, N., Gojak, L. M., Moore, S. D., & Mellman, W. (2017). Visible learning for mathematics: What works best to optimize student learning. Thousand Oaks, CA: Corwin.
- Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81–112.
- Hattie, J., & Zierer, K. (2018). 10 mindframes for visible learning: Teaching for success. New York, NY: Routledge.
- Hook, P., & Mills, J. (2011). *SOLO taxonomy: A guide for schools. Book 1*. Laughton, United Kingdom: Essential Resources.
- Jacobs, V. R., Lamb, L. L. C., & Philipp, R. A. (2010). Professional noticing of children's mathematical thinking. *Journal for Research in Mathematics Education*, 41(2), 169–202.
- Kobett, B. M., Miles, R. H., & William, L. A. (2018). *The mathematics lesson-planning handbook, Grades K–2: Your blueprint for building cohesive lessons*. Thousand Oaks, CA: Corwin.
- Kuehnert, E. R. A., Eddy, C. M., Miller, D., Pratt, S. S., & Senawongsa, C. (2018). Bansho: Visually sequencing mathematical ideas. *Teaching Children Mathematics*, 24(6), 362–369.
- Linn, R. L., & Gronlund, N. E. (2000). *Measurement and assessment in teaching* (8th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.
- Lomax, K., Alfonzo, K., Dietz, S., Kleyman, E., & Kazemi, E. (2017). Trying three-act tasks with primary students. *Teaching Children Mathematics*, 24(2), 112–119.
- National Association for the Education of Young Children. (2009). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8*. Retrieved from http://www.naeyc.org/positionstatements

- National Council of Teachers of Mathematics. (1991). Professional standards for teaching mathematics. Retrieved from http://www.nctm.org/standards/content.aspx?id=26628
- National Council of Teachers of Mathematics. (2014). *Principles to actions: Ensuring mathematical success for all*. Reston, VA: Author.
- National Governors Association Center for Best Practices, Council of Chief State School Officers (2010). *Common Core State Standards for Mathematics*. Washington, DC: Author.
- National Reading Panel, National Institute of Child Health and Human Development. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. D. N. Langenburg (Ed.). Washington, DC: U.S. Government Printing Office.
- National Research Council, Committee on Early Childhood Mathematics. (2009). Mathematics learning in early childhood: Paths toward excellence and equity. C. T. Cross, T. A. Woods, & H. Schweingruber (Eds.). Washington, DC: National Academy Press.
- Parrish, S. (2014). *Number talks: Whole number computation*. Sausalito, CA: Math Solutions.
- Schlechty, P. C. (2011). Working on the work: An action plan for teachers, principals, and superintendents. San Francisco, CA: Jossey-Bass.
- Small, M. (2012). *Good questions: Great ways to differentiate mathematics instruction* (2nd ed.). Reston, VA: National Council of Teachers of Mathematics.
- Smith, M. S., & Stein, M. K. (2011). 5 practices for orchestrating productive mathematics discussions. Reston, VA: National Council of Teachers of Mathematics.
- Thunder, K. (2011). *Mathematization: Constructing and connecting mathematical knowledge in a prekindergarten classroom* (Unpublished doctoral dissertation). University of Virginia, Charlottesville, VA.
- Thunder, K. (2014). *Differentiating elementary mathematics instruction*. Presentation, Harrisonburg, VA.
- Thunder, K., & Berry, R. Q., III. (2016). The promise of qualitative metasynthesis for mathematics education. *Journal of Research in Mathematics Education*, 47(4), 318–337.
- Thunder, K., & Demchak, A. N. (2012). *Using literacy strategies to gain deep mathematical understanding in grades 2–5*. Presentation for the Virginia School/University Partnership, Roanoke, VA.
- Thunder, K., & Demchak, A. N. (2016). The math diet: An instructional framework to grow mathematicians. *Teaching Children Mathematics*, 22(7), 389–392.
- Thunder, K., & Demchak, A. N. (2017). *Workshop models for literacy and math, Grades 1–4*. Presentation for Virginia School/University Partnership, Charlottesville, VA.
- Trocki, A., Taylor, C., Starling, T., Sztajn, P., & Heck, D. (2014/2015). Launching a discourse-rich mathematics lesson. *Teaching Children Mathematics*, 21(5), 276–281.

- Tudge, J. R. H., & Doucet, F. (2004). Early mathematical experiences: Observing young Black and White children's everyday activities. *Early Childhood Research Quarterly*, 19(1), 21–39.
- Van de Walle, J. A., Karp, K. S., & Bay-Williams, J. M. (2018). *Elementary and mid-dle school mathematics: Teaching developmentally* (10th ed.). New York, NY: Pearson Education.
- Virginia Department of Education. (2016). *Mathematics 2016 standards of learning*. Richmond: Virginia Department of Education.
- Wolf, N. B. (2015). *Modeling with mathematics: Authentic problem solving in middle school*. Portsmouth, NH: Heinemann Publishing.