

# Ana Stephens

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/3165951/publications.pdf>

Version: 2024-02-01

17  
papers

478  
citations

933447

10  
h-index

888059

17  
g-index

17  
all docs

17  
docs citations

17  
times ranked

224  
citing authors

#	ARTICLE	IF	CITATIONS
1	The Development of Children's Algebraic Thinking: The Impact of a Comprehensive Early Algebra Intervention in Third Grade. <i>Journal for Research in Mathematics Education</i> , 2015, 46, 39-87.	1.8	132
2	Middle school students' understanding of core algebraic concepts: Equivalence & Variable1. <i>Zentralblatt F�r Didaktik Der Mathematik</i> , 2005, 37, 68-76.	0.4	66
3	Equivalence and relational thinking: preservice elementary teachers's awareness of opportunities and misconceptions. <i>Journal of Mathematics Teacher Education</i> , 2006, 9, 249-278.	1.8	45
4	Equation structure and the meaning of the equal sign: The impact of task selection in eliciting elementary students's understandings. <i>Journal of Mathematical Behavior</i> , 2013, 32, 173-182.	0.9	39
5	A Learning Progression for Elementary Students's Functional Thinking. <i>Mathematical Thinking and Learning</i> , 2017, 19, 143-166.	1.2	35
6	What "counts" as algebra in the eyes of preservice elementary teachers?. <i>Journal of Mathematical Behavior</i> , 2008, 27, 33-47.	0.9	28
7	Developing a Learning Progression for Curriculum, Instruction, and Student Learning: An Example from Mathematics Education. <i>Cognition and Instruction</i> , 2018, 36, 30-55.	2.9	28
8	Growth in children's understanding of generalizing and representing mathematical structure and relationships. <i>Educational Studies in Mathematics</i> , 2019, 102, 193-219.	2.8	26
9	Does Early Algebra Matter? The Effectiveness of an Early Algebra Intervention in Grades 3 to 5. <i>American Educational Research Journal</i> , 2019, 56, 1930-1972.	2.7	23
10	Just Say Yes to Early Algebra!. <i>Teaching Children Mathematics</i> , 2015, 22, 92-101.	0.2	18
11	Build an early foundation for algebra success. <i>Phi Delta Kappan</i> , 2016, 97, 65-68.	0.6	12
12	The role of balance scales in supporting productive thinking about equations among diverse learners. <i>Mathematical Thinking and Learning</i> , 2020, , 1-18.	1.2	7
13	What Early Algebra Knowledge Persists 1 Year After an Elementary Grades Intervention?. <i>Journal for Research in Mathematics Education</i> , 2021, 52, 332-348.	1.8	6
14	From "You have to have three numbers and a plus sign" to "It's the exact same thing" - 1 students learn to think relationally about equations. <i>Journal of Mathematical Behavior</i> , 2021, 62, 100871.	0.9	5
15	The String Task Not Just for High School. <i>Teaching Children Mathematics</i> , 2014, 21, 282-292.	0.2	3
16	Putting early algebra in the hands of elementary school teachers: examining fidelity of implementation and its relation to student performance /<i>El �lgebra temprana en manos del docente de primaria: un an�lisis de la fidelidad de ejecuci3n y su relaci3n con el rendimiento de los escolares</i>. <i>Infancia Y Aprendizaje</i> , 2019, 42, 523-569.	0.9	3
17	Progressions in young learners's understandings of parity arguments. <i>Mathematical Thinking and Learning</i> , 2024, 26, 90-121.	1.2	2