This proposal seeks a renewal fund to support our efforts in expanding the project of Exploring Mathematics with Analogous Tasks (EMAT) to mathematics teachers at a wider grade range and broader high-need schools, as well as building a model in teaching and assessing analogous reasoning. Analogous mathematics tasks have similar structures in mathematics. Students can activate and bridge relevant knowledge through working on analogous tasks such as \(2^2 \cdot 2^3 + 2^3\) and \(a^2 \cdot a^1 + a^3\). EMAT will provide 40 hour of professional development workshops and a 3-credit hour graduate course for 72 upper elementary, middle, and high school mathematics teachers. EMAT aims to expand teacher knowledge and experience of developing and implementing analogous mathematics tasks to facilitate student progression from whole-number to non-whole number arithmetic, from arithmetic to algebra, and from basic to advanced school algebra.