A Few Resources for Integrating Written Argumentation into your Mathematics Class!

**Math Debate Journals: The “Write Direction**

Bostiga, S., Cantin, M., Fontant, C., & Casa, T.M. (in press). Math debate

journals: Moving in the write direction. To be published in *Teaching Children Mathematics*.

To engage fifth grade students in Mathematical Practice 3 the authors of this article implemented debate journals. The debate journals contained different writing prompts developed to involve their students in explaining his or her reasoning while considering multiple perspectives. The authors of this article discuss the development of the writing prompts, the process they used to introduce the journals and each writing prompt. Support for the writing process is also discussed.

**On the write path: Improving communication in an elementary mathematics classroom**

Little, D. M., & Anderson, M. A. (2004). On the write path: Improving

communication in an elementary mathematics classroom. *Teaching children mathematics*, *10*(9), 468-472.

The authors of this article, Little and Anderson, are two fourth-grade teachers who became interested in supporting their students’ written and oral communication after they observed their students’ difficulty in communicating their thinking when problem solving. This was also evident on standardized mathematics test scores where problem solving was the greatest area of weakness. Little and Anderson explain in this article how they assessed students’ challenges with writing through a survey and observation. They describe the supports put in place to help different students and share their reflection on this process.

**Connecting mathematics and writing workshop**

Carter, S. (2009). Connecting mathematics and writing workshop: It's kinda like ice

skating. *The Reading Teacher*, *62*(7), 606-610.

In this article the author noticed that while her students were strong writers during literacy time they did not apply these skills when writing in mathematics class. She often found blank or limited written responses to mathematics questions. To encourage students to write in mathematics class she began with having students’ discuss their mathematical ideas as a whole class. Students then used math journals to write narrative stories about different mathematics concepts to help them understand the concept by creating a rich context.