Preface

In 2003, when *Write for Mathematics* was first published, the relationship between school mathematics and writing was just emerging. Research on whether students' explanations of mathematical problems enhanced mathematical understanding was only a few years old, and state standards on communicating in mathematics were just finding their way into the curriculum. Today, there is little doubt that writing and mathematics are inextricably linked. The issue now is how teachers who are focusing on teaching mathematics also instruct their students on writing for mathematics.

Prior to writing this book, we veered towards the language side of the curriculum, developing and presenting strategies that would help teachers actively teach students to write. Our work with schools in implementing *Write for Mathematics* led us to reorganize sections of this book to make the linkage between writing and mathematical content more balanced. In our workshops for teachers and in our classroom demonstration lessons, we emphasized the importance of words and their meanings in the context of mathematics. We believed, and still do, that knowing the vocabulary of the subject is the first layer of fluency. To be fluent in a subject is to know how to "talk about" it or express your ideas.

A second and concurrent aspect of fluency is organization. Organization includes putting the words into context, sentences, paragraphs, and essays. Organization includes understanding the typical organizational structures of genres in which mathematical thinking appears. It also entails making the writing clear and appropriate for the audience. We condensed this thinking into a formula: Writing = Organization + Fluency.

The first edition of this book was well received, and we are pleased that teachers across the country are now applying the strategies. In preparation for the second edition, a substantial peer review of the first edition was conducted. The group of experts both validated the approach and offered excellent suggestions for this new edition. We have taken their guidance and advice to make modifications that we believe have made this edition even more focused and practical. We have also responded to ideas that emerged as a result our own work in the field with teachers and students across the country.

If this is your first copy of *Write for Mathematics,* we hope you will find it useful and beneficial for your students. For those of you buying your second copy, we thank you for your continued interest in integrating writing and mathematics. We believe you will find new ideas here that will further expand your repertoire.