This qualitative study investigated the experiences of incorporating writing into a middle school general education mathematics classroom. Nine students in the sixth grade participated in the study conducted in an urban middle school housing 1,132 students in grades six through eight. Methods of gathering data included teacher observation, student surveys, formal and informal interviews, and student work. Methods of analysis included analyzing and coding data, review of student work, along with the review of various authors, and the construction of theme statements. The students were presented with various writing activities including: journals, word wall writings, and open ended questioning. Findings suggest increased vocabulary acquisition, increased student motivation in the math classroom, the ability to recognize math in the real world, increased usage of notes, and the effect of reading ability on problem solving skills.