In this action research study of an eighth grade mathematics classroom, I investigated how mathematical discussions impacted students writing in the mathematics class and the students’ perceptions related to writing and discussion as tools for learning mathematics. I discovered that an emphasis on communication helped students to explain their mathematical thinking more clearly when they spoke or wrote about these ideas. The students also felt that they were learning and understanding the mathematics at a deeper level. The research supports the value of communication, both oral and written, in the mathematics class.