In this action research study of two classrooms of 7th grade mathematics, I investigated how requiring written explanations of problem solving would affect students’ ability to problem solve and write good explanations, as well as students’ attitudes toward mathematics and problem solving. I studied a regular 7th grade mathematics class and a low ability 7th grade class to see if there would be any difference in what was gained by each group. I found no large gains made in the short time period of my action research. Some gains were made in the ability to problem solve by low ability students over the 7 weeks that they did a weekly problem solving assignment. Some individual students felt that the writing had helped them in their problem solving because they needed to think through and write each step. As a result of this research, I plan to continue implementing writing in my classroom over the whole year and require a little more from students each time we problem solve and write.