This article outlines resources for reading in the math classroom including informational trade books, literature, and environmental print. Using these multiple types of texts in math classes provides students with real-life contexts in which to explore, discuss, and debate math in ways that encourage numeracy. With more emphasis on reading in all content areas including mathematics classrooms, teachers are in need of resources to integrate into their instruction. Such text sources are readily available, but should be evaluated for links to mathematical content and for text structure other than a problem-and-solution format (textbook work).

When You Think About Students reading in the mathematics classroom, what immediately comes to mind? What text sources do students generally read in a mathematics classroom? Are you picturing students reading a textbook or a workbook? do you see students reading problems and checking their answers? In many classrooms across the united states, this textbook work is exactly what reading in the mathematics classroom entails (Alvermann and moore 1991; bean 2000; Hiebert et al. 2003), particularly since the textbook has a profound influence on both what is taught and what is learned (Koehler and grous 1992).

Footnotes
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Further, texts that contain sociopolitical or consumer issues. How could you tell? What does that mean to you? What would be the function? What is the slope or cost per item? Are actively engaged in the lesson and demonstrate their understanding of mathematics in the way they think, talk agree, and disagree: Posing and answering questions. Student to student, student to teacher, listening to the reasoning of others, making conjectures, presenting solutions, exploring examples.