Annotated Bibliography

Westwood, P. (2008). What Teachers Need to Know about Reading and Writing Difficulties.

   Camberwell: Australian Council for Educational Research

   What Teachers Need to Know about Reading and Writing Difficulties is written by

Westwood (2008), and it discusses the difficulties and struggles of Reading and Writing teachers

should know about. The **explicit audience** includes the students who struggled to read and write,

and the **implied audience** is a college student who is doing a research paper on students who

have difficulty read and writing. Westwood's **claim** is that he feels it is surprising that teachers

let students off the hook and not achieve the full understanding of literacy. He thinks it is a

combination of lack of support from the teachers and the students having disabilities along with

low self-esteem. The evidence proves that plenty of students have memory problems,

Graphmotor dysfunctions, Higher Order Cognition, Language disorder, Spatial Order, and

Attention Deficit Disorder. All the disorder and dysfunctions range from difficulty to form

letters, difficulty developing and organizing ideas, and trouble reading back what was written.

Many years ago, it was pointed out that the ineffective practices contributed to the difficulty of

reading and writing. Plenty of national reporters confirmed that some teaching strategies are way

more effective than others. (DEST, 2005; House of Commons Education and Skills Committee,

UK, 2005; National Reading Panel, US, 2000; Rose, 2006). Westwood proves his claim by

analyzing all the potential factors of failure of reading and writing by different age groups (8-17)

and experience with other teachers.