# Handbook of Language and Literacy: Development and Disorders

**Stone, C. Addison PhD**


## Table of Contents

I. Theoretical and Methodological Issues in the Study of Language and Literacy Disorders

1. Contemporary Approaches to the Study of Language and Literacy Development: A Call for the Integration of Perspectives, C. Addison Stone
2. Genetic Correlates of Language and Literacy Impairments, Jeffrey W. Gilger and Susan E. Wise
3. Neurobiological Correlates of Language and Reading Impairments, Maria Mody
5. Methodological Issues in Research on Language and Early Literacy from the Perspective of Early Identification and Instruction, Deborah L. Speece and David H. Cooper

II. The Political and Social Contexts of Language and Literacy Acquisition

7. Social and Affective Factors in Children with Language Impairment: Implications for Literacy Learning, Bonnie Brinton and Martin Fujiki
8. Family Literacy Practices, Barbara Hanna Wasik and Jennifer S. Hendrickson
10. Preschool-Based Prevention of Reading Disability: Realities versus Possibilities, David K. Dickinson, Allyssa McCabe, and Nancy Clark-Chiarelli
11. Language Variation and Literacy Learning, Holly K. Craig and Julie A. Washington
12. Learning to Read and Write in Two Languages: The Development of Early Bilingual Abilities, Liliana Barro Zecker

III. Language Processes Underlying Atypical Literacy Learning: Complementary Perspectives

13. Phonological Processing and Its Influence on Literacy Learning, Gary A. Troia
14. Developmental Dependencies between Lexical Semantics and Reading, Karla K. McGregor
15. Morphological Processes That Influence Learning to Read, Joanne F. Carlisle
16. Syntactic Contributions to Literacy Learning, Cheryl M. Scott
17. Social Cognition, Conversation, and Reading Comprehension: How to Read a Comedy of Manners, Mavis L. Donahue and Sharon K. Foster
18. The Foundational Role of Schemas in Children's Language and Literacy Learning, Judith Felson Duchan
19. A Language Perspective on Executive Functioning, Metacognition, and Self-Regulation in Reading, Carol Westby
20. Word Recognition: Developmental Variation in Word Recognition, Linnea C. Ehri and Margaret J. Snowling
21. Word-Recognition Assessment Frameworks, Froma P. Roth
22. Teaching Students with Reading Disability to Read Words, Rollonda E. O'Connor and Kathryn M. Bell Reading Comprehension:
24. Assessment of Reading Comprehension, Joanne F. Carlisle and Melinda S. Rice
25. Teaching Reading Comprehension to Students with Learning Disabilities, Sharon Vaughn and Janette Klingner

IV. Addressing the Needs of Individuals with Language and Literacy Challenges

26. Developmental Variations in Writing Composition Skills, Bonnie D. Singer and Anthony S. Bashir
27. A Classroom-Based Writing Assessment Framework, Robert C. Calfee and Kathleen M. Wilson
28. Cognitive Processes of Teachers in Implementing Composition Research in Elementary, Middle, and High School Classrooms, Bernice Y.L. Wong and Virginia W. Berninger
29. Developmental Variations in Spelling: Comparing Typical and Poor Spellers, Marie Cassar and Rebecca Treiman
30. Spelling Assessment Frameworks, Kenn Apel, Julie J. Masterson, and Nicole L. Niessen
31. Spelling Instructional and Intervention Frameworks, Laura L. Bailey
32. Enhancing Literacy Proficiency with Adolescents and Young Adults, Barbara J. Ehren, B. Keith Lenz, and Donald D. Deshler