Contents

Part 1 Deficits in children with specific language impairment (developmental dysphasia)

Metalinguistic difficulties in children with specific language impairment: Implications for diagnosis and intervention Paula Menyuk
Syntax and morphological difficulties in German-speaking children with specific language impairment: Implications for diagnosis and intervention Hannelore Grimm
Commentary on Menyuk and Grimm: How well do we understand specific language impairment? Marilyn Shatz
Perceptual and cognitive deficits in children with specific language impairment: Implications for diagnosis and intervention Susan Ellis Weismer
Commentary on Ellis Weismer: How specific is specific language impairment? Some comments by a relative outsider Werner Deutsch
Social consequences of specific language impairment Mabel L. Rice
Commentary on Rice: What do we know about the sequelae of socioemotional and cognitive consequences of specific language impairment? Sabine Weinert
Specific language impairment as a problem of accessing language knowledge Phil J. Connell, Steven L. Franks and C. Addison Stone
Commentary on Connell, Franks and Stone: A context and some implications Rita C. Naremore



VIII Contents

The relationship between speech-language impairments and reading disabilities Hugh W. Catts
Commentary on Catts: How to characterize continuity between preschool language disorders and reading disorders at school age Dorothy M. Aram
Part 2 Disorders of written language (developmental dyslexia)
Implications of the Pittsburgh Study for issues of risk Charles A. Perfetti, Mara C. Georgi and Isabel Beck
Commentary on Perfetti, Georgi and Beck: Children without phonemic awareness before learning to read. Are they at risk? Heinz Wimmer
Prediction of difficulties in reading and spelling on the basis of the Bielefeld Screening Harald Marx, Heiner Jansen, Gerd Mannhaupt and Helmut Skowronek
Commentary on Marx, Jansen, Mannhaupt and Skowronek: The Bielefeld Screening Battery to predict reading and spelling difficulties Linnea C. Ehri
Two small longitudinal studies: I. Developmental dyslexia II. Early reading development Nick Ellis
Commentary on Ellis: Two conceptually-rich longitudinal studies Keith E. Stanovich
Emerging literacy from kindergarten to second grade: Evidence from the Munich Longitudinal Study on the Genesis of Individual Competencies Jan Carol Näslund and Wolfgang Schneider
Just Car of Liaming and thoughand connerme.

Contents IX

Interventions in developmental reading and spelling disorders Gerheid Scheerer-Neumann	319
Commentary on Scheerer-Neumann: Organizing the literature on	
interventions for reading and writing disabilities Keith E. Stanovich	353