

Introduction

Previous Limitations

1. **Suffix knowledge** beyond **lexical vocabulary knowledge**.
2. Differences by **suffix type** (adjectives vs nominals).

11. **port** (as in *report, airport*)
 A. Broken
 B. Weather
 C. To carry
 D. Straight

12. **inter-** (as in *interlibrary, interstate*)
 A. Until
 B. To declare, warn
 C. Find in the past
 D. Between, among

13. **-ee** (as in *trainee, employee*)
 A. Person who _____
 B. Water
 C. Through

1. When the ancient Egyptians decided to build the first pyramid, find a _____ location for it.
 A. suitlike
 B. suitability
 C. suitable
 D. sulfurous

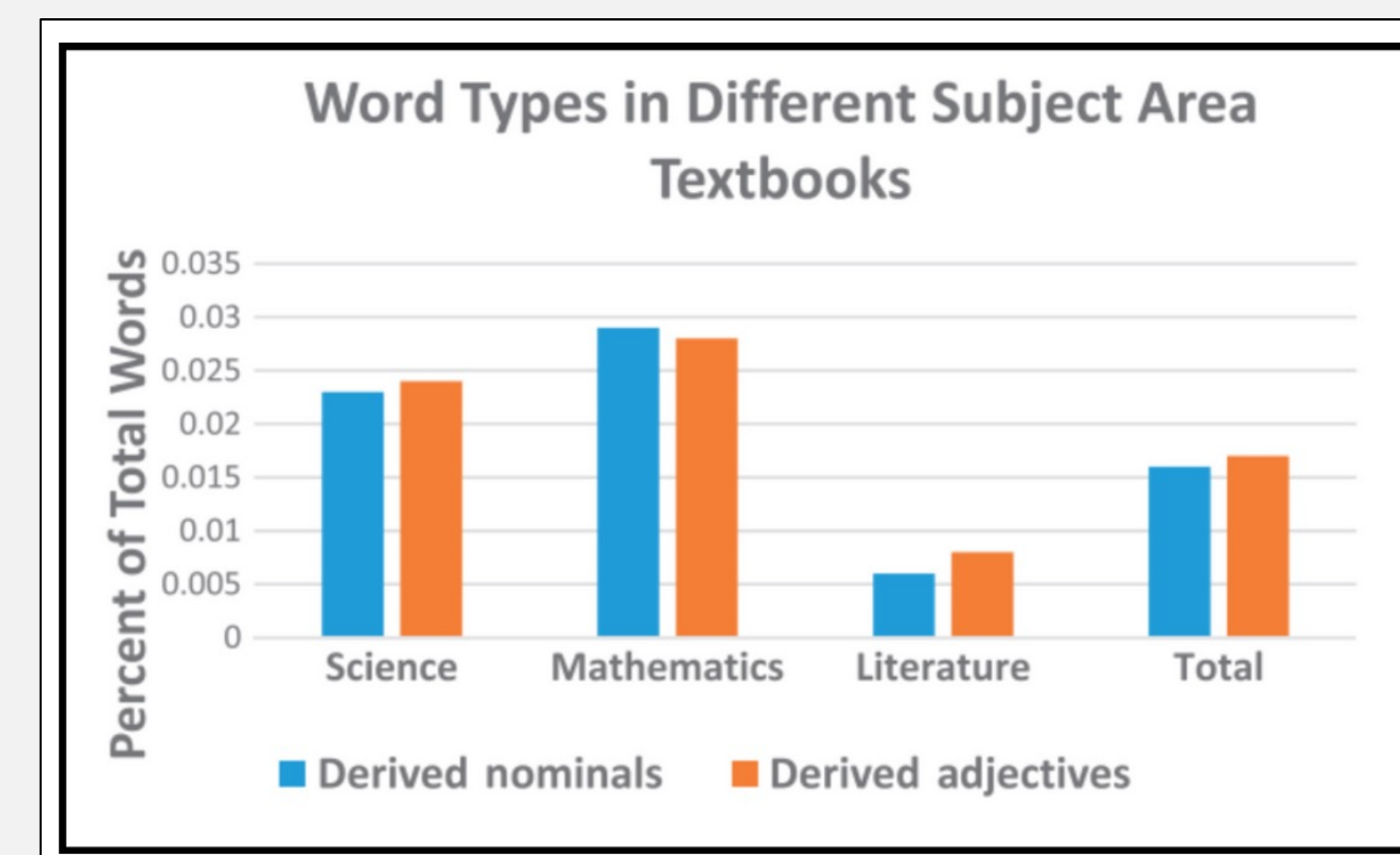
2. The teacher asked the students to make a _____ about how different the world would be without automobiles.
 A. prediction
 B. predicament
 C. predication
 D. predatory

(Gastad et al., 2002)

(Nippold & Sun, 2008)

Objectives

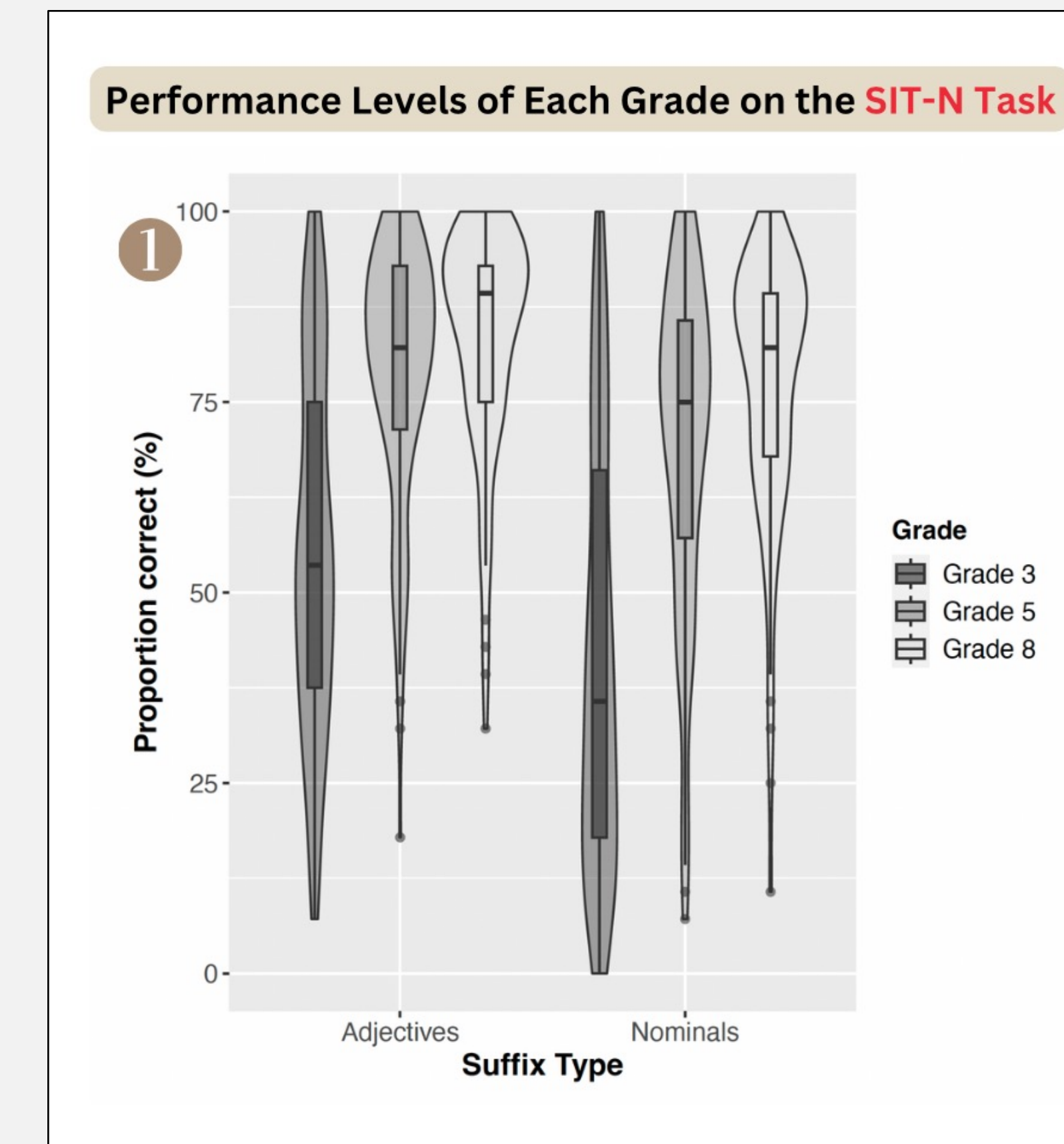
1. To explore the knowledge in **form and meaning** of written derivational suffixes across **Grades 3, 5, and 8**.
2. To examine whether the pattern of knowledge differed by **suffix type** (adjectival vs nominal suffixes).



(Nippold, 2018)

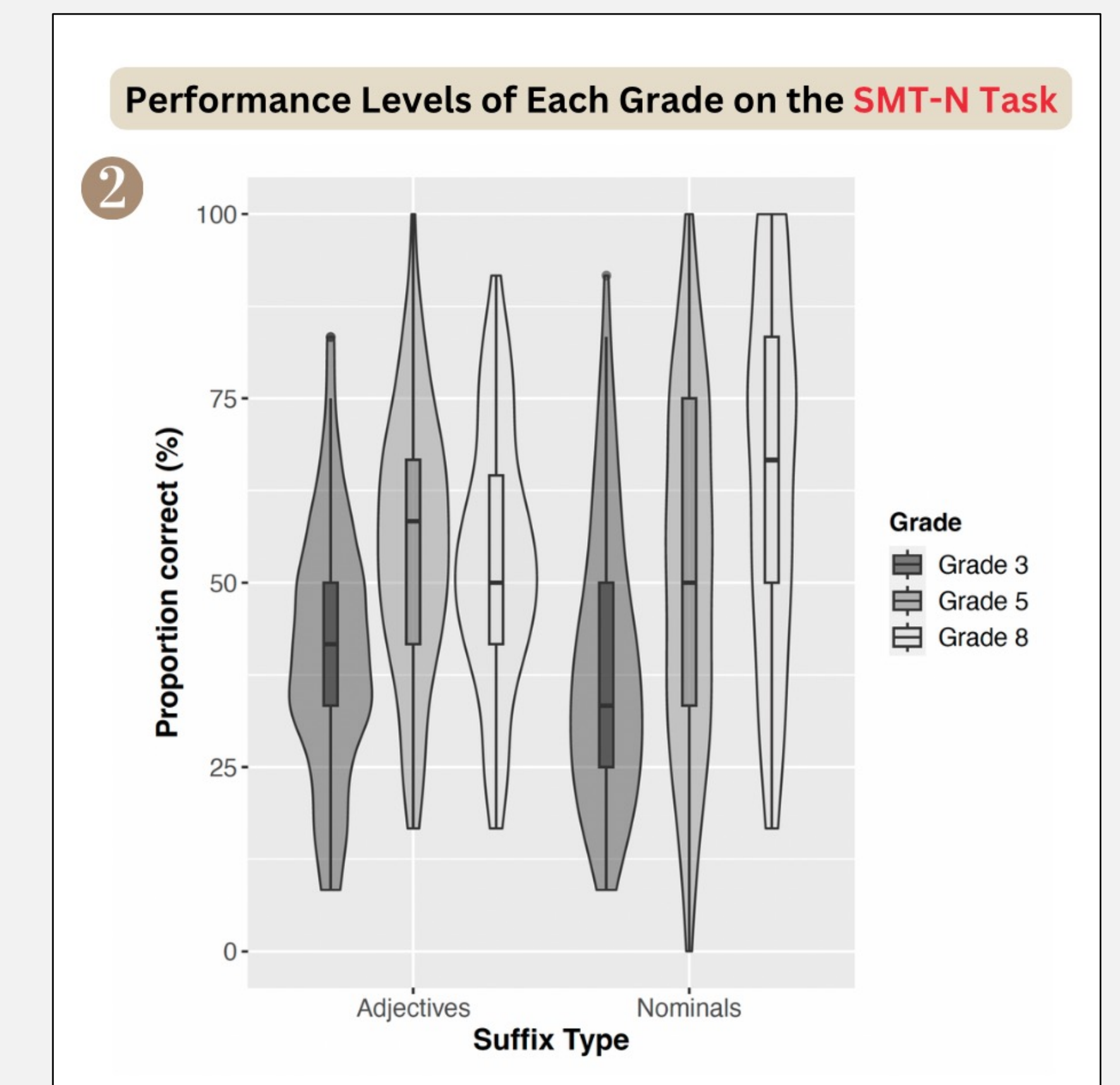
SIT-N Results

- Significant growth by grade level
- Participants in **all grades** showed **better performance for adjectival** suffixes



SMT-N Results

- Significant growth by grade level
- **Only significant difference** across suffix types was observed in **G8**, with **higher scores for nominals**



Methods

Participants

- 103 Grade 3 students** (51 females, *Age* = 8.9 years; *SD* = .53)
- 120 Grade 5 students** (58 females, *Age*=10.9 years; *SD* = .49)
- 86 Grade 8 students** (38 females, *Age*=13.9 years; *SD* = .48)

English as their first language.

Materials

Word Reading Accuracy.

WRAT-5 blue form (Wilkinson & Robertson, 2017)

Vocabulary Knowledge.

WIAT-2 (Wechsler, 2005)

Suffix Identification Task-Nonwords (SIT-N)

Adapted from Apel et al. (2013). To assess the ability to identify real derivational suffixes in the context of nonwords (e.g., “drexness”).

Suffix Meaning Task-Nonwords (SMT-N)

Participants were asked about the meaning of the suffixes in a written, multiple-choice format.

gratty	flimper	plertant
sneddish	snimate	dunceless
lithar	grushable	snoldar
trabless	skadant	blarpance
mestity	gressable	garnate

SIT-N (Exemplar)

1. **Spooch.**
 Which one means something like “full of spooch”?
 a. spoochable b. spoochen
 c. spoochish d. spoochful

2. **Blart.**
 Which one means something like “a small blart”?
 a. blartlet b. blartness
 c. blartory d. blartance

SMT-N (Exemplar)

Conclusion and future directions

- Knowledge of the **written form** does **not guarantee** knowledge of **meaning**.
- Morphological knowledge: Multiple layers of knowledge.
- Different growth patterns for suffix types are best explained by data on **suffix frequency** in children’s reading materials.
- Our findings draw attention to the importance of **reading experience** to consolidate suffix knowledge.
- A longitudinal study to determine if there is limited growth in adjectival suffix knowledge between Grades 5 and 8.
- The impact of derivational suffix knowledge on literacy measures.
- Positional constraints (e.g., prefixes).
- Further investigations in other languages that differ in orthographic and morphological structure.

References

- Apel, K., Diehm, E., & Apel, L. (2013). Using multiple measures of morphological awareness to assess its relation to reading. *Topics in Language Disorders, 33*(1), 42-56. <https://doi.org/10.1097/TL0b013e318280f57b>
- Gastad M., Ronald, K., Payne, J.-A., Lylak, E. (2002). Deaf and hearing students’ morphological knowledge applied to printed English. *American Annals of the Deaf, 147*(5), 5-21. <https://doi.org/10.1353/aad.2012.0264>
- Nippold, M. (2018). The literate lexicon in adolescents: Monitoring the use and understanding of morphologically complex words. *Perspectives of the ASHA Special Interest Groups, 3*, 211-221. <https://doi.org/10.1044/persp3.SIG1.211>
- Nippold, M., & Sun, L. (2008). Knowledge of morphologically complex words: A developmental study of older children and young adolescents. *Language, Speech, and Hearing Services in Schools, 39*(3), 365-373. [https://doi.org/10.1044/0161-1461\(2008\)034](https://doi.org/10.1044/0161-1461(2008)034)
- Wechsler, D. (2005). *Wechsler Individual Achievement Test 2 (WIAT-2)*. Pearson.
- Wilkinson, G. S., & Robertson, G. J. (2017). *Wide Range Achievement Test 5 (WRAT-5)*. Pearson