

Supplemental Material S1. Derived and compound words.

Derivational Morphemes

English derivational morphemes are affixes or suffixes that modify the meaning of a root morpheme (e.g., the prefix *un-* may be used to reverse the meaning of the verb *do* in the derived word *undo*) and/or change the grammatical category of a root morpheme (e.g., the suffix *-er* use may be appended to the verb *teach* to generate the noun *teacher*). Derivational morphemes can either change the pronunciation of the word root when appended to it, or not. If the pronunciation of the root stays the same, the derivational morpheme is considered neutral (e.g., *bright* vs. *brightness*). If the pronunciation of the root changes, the derivational morpheme is considered non-neutral (e.g., *derive* vs. *derivation*; Tyler & Nagy, 1989).

Morphological productivity is “the degree to which the potential to make new words is exploited” (Bauer, 2001, p. 10). Inflectional morphemes are highly productive as they are used with all regular word roots in the word class they inflect. Derivational morphemes vary considerably in their degree of productivity. For example, according to MorphoLEX (a database of 68,624 morphologically analyzed words from the English Lexicon Project; Balota et al., 2007), the adverbial derivational suffix *-ly* (e.g., *happi-ly*) is highly productive because it can be attached to over 2800 word roots while the suffix *-hood* (e.g., *sister-hood*) can bind to only 25 word roots (Mailhot, 2017). In spontaneous language samples, a child demonstrates productivity with a derivational morpheme if they use the same morpheme with a variety of word roots.

Compounds

Compounds are composed of two or more free morphemes, referred to as compound constituents, that function semantically and grammatically together as a unit (Libben & Jarema, 2006). For example, *green* and *house* can be combined to make a compound, *greenhouse* (i.e., “an enclosed glass or plastic-covered structure in which one may grow plants”) or kept semantically and grammatically distinct and therefore not a compound, as in *green house* (i.e., ‘a house that is the colour green’). Compounds can be semantically *transparent*, in that the meaning of each constituent clearly relates to the current usage of the compound (e.g., *white board*). Compounds can also be semantically *opaque*, wherein the meaning of each constituent is not clearly related to the meaning of the compound (e.g., *strawberry*) although likely was related at some time in the past (e.g., *strawberry* is a type of berry that has traditionally been grown on beds of straw; Libben et al., 2003). A child can demonstrate productive use of compound constituents by using the same constituents within more than one compound (e.g., *hockey rink*, *ice hockey*, *hockey gear*).

References

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