

Supplemental Material S2. Eligibility criteria for full-text review.

Inclusion Criteria	Exclusion Criteria
Full-text PDF obtained and uploaded to Covidence	Full-text PDF record could not be located by library
Full-text record is in English	Full-text record is not in English
Manuscript has undergone peer review and is published in peer-reviewed journal	Manuscript has not undergone peer review; not published in peer-reviewed journal (e.g., book chapters, abstracts, conference presentations, editorials, government reports, etc.)
Record explicitly indicates that the intended or actual recipients of the morphological intervention/instruction includes any children 4–8 years of age or kindergarten to Grade 3 students (inclusive)	Intended or actual recipients of the morphological intervention/instruction are exclusively students 9 years of age and above or in Grades 4–12
SLP and/or educator involved in the design, delivery, and/or monitoring of the intervention/instruction	SLP and/or educator not involved in the design, delivery, and/or monitoring of the intervention/instruction
Intervention/instruction occurs in an educational setting (academic pre-school, kindergarten, elementary school, specialized schools, private or public schools) and is classroom based—includes resource/special education class/group instruction/intervention	Intervention/instruction does not occur in an educational setting (e.g., university clinic, rehabilitation outpatient, community or private clinic, home, daycare) and is not classroom based
Components of the intervention/instruction being investigated include derivational or inflectional morphology or morphological awareness	Morphology (derivational, inflectional, awareness) did not appear as a distinguishable component of the intervention/instruction
Describes an implemented or theoretical intervention or instruction and indicates how the intervention/instruction is administered	Does not describe an implemented or theoretical intervention or instruction; does not indicate how the intervention/instruction is administered; discussion is limited to development of language & literacy and/or assessment, or describes standards of practice/clinical practice guidelines

Note. Language of intervention does not need to be in English, nor child’s first language. An educator is considered any member of the school team involved in day-to-day classroom instruction and/or special education/resource instruction in an elementary school, including classroom teachers, learning resource teachers, special education teachers, educational assistants, early childhood educators, etc. PDF = portable document format; SLP = speech-language pathologist.