Reading and Writing
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$_{age}$= 8.99 years) in Hong Kong were tested on English morphological awareness and vocabulary at Time 1, and they were also tested on English decoding, listening comprehension, and reading comprehension at Time 2, one year later. Our regression models showed that word knowledge tested at Time 1 was a signi cant predictor of decoding, listening comprehension, and reading comprehension at Time 2; and word knowledge explained more variance in decoding, listening comprehen-

then repair the comprehension inconsistent with their prior knowledge and mental representation (Perfetti et al.,

Spoken Paragraphs subset from the Clinical Evaluation of Language Fundamentals—4th edition (CELF-4; Semel et al., 2006) to assess children's listening comprehension in English. Three stories in this subtest designed for children aged from 7 to

(2012) argument that morphological skills may play multiple roles in reading comprehension. Derivational morphology tested in our study may also contribute to