

Supplemental Material S2. Bivariate correlations between syntax features and writing quality by grade.

	Grade 1 (<i>n</i> = 93)	Grade 2 (<i>n</i> = 135)	Grade 3 (<i>n</i> = 49)
Spanish Writing Quality			
Spanish MLU	.23	.27	.03
Spanish Number of Verbs	.44	.23	.33
Spanish N-Agree Total	.39	.21	.13
Spanish N-Agree Accuracy	.35	.22	.07
English MLU	.23	.08	.10
English Number of Verbs	.09	.09	.09
English S-Agree Accuracy	.06	.13	.11
English Writing Quality			
English MLU	.22	.04	.00
English Number of Verbs	.22	.14	.24
English S-Agree Accuracy	.22	.16	.34
Spanish MLU	.12	.12	-.15
Spanish Number of Verbs	.22	.17	.15
Spanish N-Agree Total	.14	.14	-.02
Spanish N-Agree Accuracy	.14	.10	-.21

Note. Moderation analysis conducted through multiple regression interaction models with English learner status, instructional program, and free and reduced lunch status as controls showed that there was no statistically significant effect of grade levels as a moderator on the relation between written syntax features and writing quality (see Table 5). MLU = Mean length of utterances; n-agree = Spanish noun agreement words; s-agree = English subject agreement words.