

**Supplemental Table 1.** Description of experimenter designed measures in Spanish.

Task	Description	Adapted to Spanish or Developed in Spanish	Validity and Reliability
Spanish Screener for Language Impairment in Children: Morphology (SSLIC; Restrepo, Gorin, & Gray, 2013)	Cloze task designed to assess morphology sensitive to language impairment in Spanish	Developed in Spanish	Cronbach’s alpha for internal consistency was .72 for clitics, .76 for prepositions, .62 for derivational morphemes, .77 for subjunctives, and .75 for articles. Correlated significantly with the CELF-4 Spanish Core Language Score ( $r = .68$ ) and the CELF-4 Spanish Word Structure Subtest score ( $r = .70$ ).
Inference Task: Background Knowledge and Inference Task: Integration	Developed using the same format as the English version. Children listened to two stories and answered eight questions after each one. Four questions required inferences based on background knowledge and information presented in the story, and four questions required integration of information from sentences presented in the story. Correct answers scored 2 points and partially correct scored 1 point; thus, 16 points were possible for Background Knowledge and 16 points were possible for Integration.	Adapted to Spanish from Cain and Oakhill, 1999; Oakhill and Cain, 2012; Yuill and Joscelyne, 1988	Overall reliability = .583. Scores correlated significantly with the ROWPVT–SBE ( $r = .422, p < .0001$ ), with the Assessment of Narrative Language–Comprehension (Spanish) ( $r = .698, p < .0001$ ), and with the Understanding Spoken Paragraphs subtest of the CELF-4 Spanish ( $r = .592, p < .0001$ ). Point-to-point scoring reliability was .96.

Comprehension Monitoring–Prior Knowledge Violations–Spanish	Seven stories, prompts, and questions in Spanish that took into consideration background knowledge, vocabulary, and language differences between English-speaking and Spanish-speaking children in Arizona. Children detect violations of their prior knowledge in short narratives. After each story was read, the research assistant asked the child, “Did that story make sense?” Next, he or she was asked, “What was wrong with that story?” Five inconsistent and two consistent. Scores for consistent stories were not included in the analyses. Possible for five inconsistent stories was 10 points.	Adapted to Spanish from Oakhill and Cain (2012)	Cronbach’s alpha for internal consistency was .887 for the five inconsistent stories. Scores on this measure correlated significantly with the ROWPVT–SBE ( $r = .334, p < .0001$ ), the Assessment of Narrative Language–Comprehension (Spanish) ( $r = .535, p < .0001$ ), and the Understanding Spoken Paragraphs Subtest of the CELF-4 Spanish ( $r = .419, p < .0001$ ).
Assessment of Narrative Language Comprehension	Children listened to three stories: going to the park (11 questions), arriving late to school (9 questions), and monsters in the park (10 questions). The school story was accompanied by five pictures and the monsters story by a single picture from the Test of Narrative Language (Gillam & Pearson, 2004). Children answered the comprehension questions immediately after hearing each of the first two stories. They retold the third story before the comprehension questions. The total points possible were 40.	Adapted to Spanish	Cronbach’s alpha for the Assessment of Narrative Language Comprehension was .859. Correlated significantly with the Understanding Spoken Paragraphs Subtest of the CELF-4 Spanish ( $r = .708, p < .0001$ ). Point-to-point scoring reliability for the measure was .94.

*Note.* CELF-4 = Clinical Evaluation of Language Fundamentals–Fourth Edition (Wiig, Secord, & Semel, 2006); ROWPVT–SBE = Receptive One-Word Picture Vocabulary Test–Spanish Bilingual Edition.