

Supplemental Material S1. Word Structure subtest alternate responses for Jamaican Creole–English speaking adults and children.

Subtest Target Grammatical Structure (Item #)	Alternate Responses Theme: JC-influenced morphological structure	Percentage Use Children (Adults)	Alternate Responses Theme: JC-influenced lexical variation	Percentage Use Children (Adults)
Comparative (#18)	fas[t]; fastest; even fasa	21% (6.1%)	<i>None noted</i>	0% (0%)
Copula be (#7)	it big; it bigger; big one	14.2% (12.1%)	<i>None noted</i>	0% (0%)
Future tense (#15)	slide; is waiting to slide	35.8% (9.1%)	climb; is climbing	5.7% (9.1%)
Irregular past tense (#23, #24)	fall[s]; [have] fallen; falled; [are] falling; blowed; blow[s]; was blowing	49.7% (36.4%)	drop; dropped; [are] dropping; burst	24.4% (3%)
Noun derivation (#13)	singa [man]	8% (3%)	musician; entertainer/a	0% (15.2%)
Objective pronoun (#6)	she	18.2% (3%)	<i>None noted</i>	0% (0%)
Possessive noun (#12)	king/queen crown; king/queen	68.8% (39.4%)	<i>None noted</i>	0% (0%)
Possessive pronoun (#4)	[h]er; [h]er own; [h]er dog	11.4% (6.1%)	<i>None noted</i>	0% (0%)
Preposition “on” (#5)	<i>None noted</i>	0% (0%)	pon the chair; in the chair	6.8% (21.2%)
Present progressive (#1, #2)	sleep; a sleep; walk; a walk	2.3% (6.1%)	<i>None noted</i>	0% (0%)
Regular past tense (#17)	[will] climb; climbs; climbing	52.3% (48.5%)	<i>None noted</i>	0% (0%)
Regular plural (#10)	[h]orse; two [h]orse	73.3% (21.2%)	<i>None noted</i>	0% (0%)
Reflexive pronoun (#16)	[h]er; [h]er socks; [h]er foot	10.8% (15.2%)	<i>None noted</i>	0% (0%)
Subjective pronoun (#14, #20)	[h]im standing	15.1% (7.6%)	the boy is; boy standing	31.5% (7.6%)

Superlative (#19)	fas[t]; [more] faster; faster than both	23.9% (12.1%)	<i>None noted</i>	0% (0%)
Third person singular (#9, #11)	sleep; [is] sleeping; fly; [is] flying; flew	53.4% (40.9%)	<i>None noted</i>	0% (0%)
Uncontractible be (#21, #22)	she/he is; [h]im/she [and him]; them/dem	29.8% (15.2%)	the boy/girl; those boys	17.1% (13.6%)

Note. The [] indicates a response with or without the form (e.g., [is] sleeping = “is sleeping” or “sleeping” were used by participants). Percentage use calculated by dividing the total number of coded responses for the target structure by the total number of responses to the target item across participants. 22 out of 24 (91.7%) test items received adapted scoring. In line with CELF Preschool-2 manual guidelines, phonological variation may also be present (e.g., “horse” produced as /ɔs/) and should not be penalized. The productions in this table do not represent an exhaustive list of potential responses, but rather are representative of productions used by participants in this study. For example, “horse dem” would also be an appropriate JC-influenced production for the English target “horses.”