Supplemental Material S1. English–Spanish Vocabulary Inventory (ESVI) correlations across studies.

Table S1.1. ESVI and language sample correlations from Study 1.

	ESVI-E TV	ESVI-E TCV
Number of Different Words	$r(49) = .405, p = .003$	$r(49) = .472, p < .001$
Number of Total Words	$r(49) = .213, p = .13$	$r(49) = .274, p = .05$
Vocalizations	$r(49) = .179, p = .21$	$r(49) = .243, p = .086$

Note. TV = Total Vocabulary; TCV = Total Conceptual Vocabulary.

Table S1.2. ESVI and CCT correlations from Study 1.

	ESVI -E Spanish vocab	ESVI-E English vocab
CCT Spanish	$r(43) = .332, p = .026$	$r(43) = .238, p = .117$
CCT English	$r(42) = .309, p = .041$	$r(49) = .434, p = .003$

Note. CCT = Computerized Comprehension Task.

Table S1.3. ESVI and LENA correlations from Study 2.

	Expressive		Receptive	
	ESVI-ER TV	ESVI-ER TCV	ESVI-ER TV	ESVI-ER TCV
LENA Rate of Child Vocalization	$r(10) = .77, p = .003$	$r(10) = .768, p = .004$	$r(10) = .431, p = .162$	$r(10) = .484, p = .111$

Note. LENA = Language ENvironment Analysis. TV = Total Vocabulary; TCV = Total Conceptual Vocabulary.

Table S1.4. PLS and CDC Milestones correlations with ESVI from Study 3.

	Expressive ESVI-E TV	Expressive ESVI-E TCV
PLS-5 expressive subtest raw score	$r(20) = .832, p < .001$	$r(20) = .793, p < .001$
PLS-5 receptive subtest raw score	$r(20) = .808, p < .001$	$r(20) = .865, p < .001$
CDC Milestones met	$r(20) = .50, p = .018$	$r(20) = .526, p = .012$

Note. PLS = Preschool Language Scales; CDC = Centers for Disease Control; TV = Total Vocabulary; TCV = Total Conceptual Vocabulary.