***Abstract:*** This study explores child and adult Spanish heritage speakers’ (HSs) acquisition of subjunctive mood and differential object marking (DOM), concentrating on between-group, individual, and within-speaker differences. Spanish-dominant bilinguals used both structures more than HSs at the group level, and frequency of Spanish use accounted for individual production and selection rates. Adolescent and adult HSs used both structures more than the youngest children; in general, HSs selected both structures on a receptive task more frequently than they produced them. Spanish education influenced DOM acquisition, supporting research arguing that interface structures are particularly impacted by bilingual schooling. Findings are discussed relative to a unified account of child heritage language acquisition that incorporates tenets of three existing theories to account for results.

***Keywords:*** Spanish subjunctive, differential object marking, heritage language acquisition