

**Supplemental Material S4.** Studies with assigned study numbers included in the systematic literature review and meta-analysis.

Table indicating the databases, assigned study numbers and statistical methods for the 41 study citations. The study numbers in Tables 1-6, and supplemental files S1-S18 will refer to the corresponding citations in S4.

Database	Reference	In-Text Citation	Statistics	Assigned Study Number
LLBA	Hipfner-Boucher, K., Lam, K., & Chen, X. (2014). The effects of bilingual education on the English language and literacy outcomes of Chinese-speaking children. <i>Written Language and Literacy</i> , 17(1), 116-138. <a href="https://doi.org/10.1075/wll.17.1.06hip">https://doi.org/10.1075/wll.17.1.06hip</a>	Hipfner-Boucher et al., 2014	Pearson's, hierarchical multiple regression (for some variables)	1
LLBA	Yeong, S. H. M., Fletcher, J., & Bayliss, D. M. (2014). Importance of phonological and orthographic skills for English reading and spelling: A comparison of English monolingual and Mandarin-English bilingual children. <i>Journal of Educational Psychology</i> , 106(4), 1107. <a href="https://psycnet.apa.org/doi/10.1037/a0036927">https://psycnet.apa.org/doi/10.1037/a0036927</a>	Yeong et al., 2014	Pearson's, hierarchical multiple regression	2
LLBA	Hsu, L. S., Ip, K. I., Arredondo, M. M., Tardif, T., & Kovelman, I. (2016). Simultaneous acquisition of English and Chinese impacts children's reliance on vocabulary, morphological and phonological awareness for reading in English. <i>International Journal of Bilingual Education and Bilingualism</i> , 22(2), 207-223. <a href="https://doi.org/10.1080/13670050.2016.1246515">https://doi.org/10.1080/13670050.2016.1246515</a>	Hsu et al., 2016	Pearson's, path analysis	3
MLA; PsycINFO	Chiappe, P., Siegel, L. S., & Gottardo, A. (2002). Reading-related skills of kindergartners from diverse linguistic backgrounds. <i>Applied Psycholinguistics</i> , 23(1), 95-116. <a href="https://doi.org/10.1017/S014271640200005X">https://doi.org/10.1017/S014271640200005X</a>	Chiappe et al., 2002	Pearson's, stepwise multiple regression	4
MLA	Zhang, D. (2015). Morphology in Malay-English biliteracy acquisition: An intervention study. <i>International Journal of Bilingual Education and Bilingualism</i> , 19(5), 546-562. <a href="https://doi.org/10.1080/13670050.2015.1026873">https://doi.org/10.1080/13670050.2015.1026873</a>	Zhang, 2015	ANOVA (effect size, Cohen's d)	5

PsycINFO	Tamis-LeMonda, C., Song, L., Luo, R., Kuchirko, Y., Kahana-Kalman, R., Yoshikawa, H., & Raufman, J. (2014). Children's vocabulary growth in English and Spanish across early development and associations with school readiness skills. <i>Developmental Neuropsychology</i> , 39(2), 69-87. <a href="https://doi.org/10.1080/87565641.2013.827198">https://doi.org/10.1080/87565641.2013.827198</a>	Tamis-LeMonda et al., 2014	Multiple regression	6
PsycINFO	Jasińska, K.K., & Petitto, L. (2017). Age of bilingual exposure is related to the contribution of phonological and semantic knowledge to successful reading development. <i>Child Development</i> , 89(1), 310-331. <a href="https://doi.org/10.1111/cdev.12745">https://doi.org/10.1111/cdev.12745</a>	Jasińska & Petitto, 2017	Multigroup structural equation modelling	7
PsycINFO	O'Brien, B. A., Mohamed, M. B. H., Yussof, N. T., & Ng, S. C. (2019). The phonological awareness relation to early reading in English for three groups of simultaneous bilingual children. <i>Reading and Writing: An Interdisciplinary Journal</i> , 32(4), 909-937. <a href="https://doi.org/10.1007/s11145-018-9890-1">https://doi.org/10.1007/s11145-018-9890-1</a>	O'Brien et al., 2019	Pearson's, multiple regression, linear regression	8
LLBA	Ibrahim, R., Eviatar, Z., & Aharon-Peretz, J. (2007). Metalinguistic awareness and reading performance: A cross language comparison. <i>Journal of Psycholinguistic Research</i> , 36(4), 297-317. <a href="https://link.springer.com/article/10.1007/s10936-006-9046-3">https://link.springer.com/article/10.1007/s10936-006-9046-3</a>	Ibrahim et al., 2007	Pearson's, multiple regression	9
LLBA; PsycINFO	Hammer, C.S., Lawrence, F. R., & Miccio, A. W. (2007). Bilingual children's language abilities and early reading outcomes in head start and kindergarten. <i>Language, Speech &amp; Hearing Services in Schools</i> , 38(3), 237-48. <a href="https://doi.org/10.1044/0161-1461(2007/025)">https://doi.org/10.1044/0161-1461(2007/025)</a>	Hammer et al., 2007	Growth curve modelling	10
LLBA; PsycINFO; ERIC	Dunn, D.M., Hammer, C., & Lawrence, F. R. (2011). Associations between preschool language and first grade reading outcomes in bilingual children. <i>Journal of Communication Disorders</i> , 44(4), 444-458. <a href="https://doi.org/10.1016/j.jcomdis.2011.02.003">https://doi.org/10.1016/j.jcomdis.2011.02.003</a>	Dunn et al., 2011	Growth curve modelling	11

LLBA	Oller, D. K., Pearson, B. Z., & Cobo-lewis, A. (2007). Profile effects in early bilingual language and literacy. <i>Applied Psycholinguistics</i> , 28(2), 191. <a href="https://doi.org/10.1017/S0142716407070117">https://doi.org/10.1017/S0142716407070117</a>	Oller et al., 2007	Scheffe test/MANOVA (effect size, Cohen's d)	12
LLBA; ERIC	Bengochea, A., Justice, L. M., & Hijlkema, M. J. (2015). Print knowledge in Yucatec Maya-Spanish bilingual children: An initial inquiry. <i>International Journal of Bilingual Education and Bilingualism</i> , 20(7), 807-822. <a href="https://doi.org/10.1080/13670050.2015.1103699">https://doi.org/10.1080/13670050.2015.1103699</a>	Bengochea et al., 2015	Pearson's	13
PsycINFO	Cherodath, S., & Singh, N. C. (2015). The influence of orthographic depth on reading networks in simultaneous biliterate children. <i>Brain and Language</i> , 143, 42-51. <a href="https://doi.org/10.1016/j.bandl.2015.02.001">https://doi.org/10.1016/j.bandl.2015.02.001</a>	Cherodath & Singh, 2015	Repeated measures ANOVA	14
PsycINFO	Lallier, M., Valdois, S., Lassus-Sangosse, D., Prado, C., & Kandel, S. (2014). Impact of orthographic transparency on typical and atypical reading development: Evidence in French-Spanish bilingual children. <i>Research in Developmental Disabilities</i> , 35(5), 1177-1190. <a href="https://doi.org/10.1016/j.ridd.2014.01.021">https://doi.org/10.1016/j.ridd.2014.01.021</a>	Lallier et al., 2014	Pearson's	15
Additional Search	Bérubé, D., & Marinova-Todd, S. (2011). The development of language and reading skills in the second and third languages of multilingual children in French immersion. <i>International Journal of Multilingualism</i> 9: 272-293. <a href="https://doi.org/10.1080/14790718.2011.631708">https://doi.org/10.1080/14790718.2011.631708</a>	Bérubé & Marinova-Todd, 2011	Pearson's, hierarchical multiple regression	16
Additional Search	D'angiulli, A., Siegel, L. S., & Serra, E. (2002). The development of reading in English and Italian in bilingual children. <i>Applied Psycholinguistics</i> , 22 (4): 479-507. <a href="https://doi.org/10.1017/S0142716401004015">https://doi.org/10.1017/S0142716401004015</a>	D'angiulli et al., 2002	Pearson's	17
Additional Search	Ellis, N. C., & Hooper, A. M. (2002). Why learning to read is easier in Welsh than in English: Orthographic transparency effects evinced with frequency-matched tests. <i>Applied Psycholinguistics</i> , 22, 571-599. <a href="https://doi.org/10.1017/S0142716401004052">https://doi.org/10.1017/S0142716401004052</a>	Ellis & Hooper, 2002	Multiple regression	18

Additional Search	Jasińska, K. K., Wolf, S., Jukes, M. C., & Dubeck, M. M. (2019). Literacy acquisition in multilingual educational contexts: Evidence from Coastal Kenya. <i>Developmental Science</i> , 128(28). <a href="https://doi.org/10.1111/desc.12828">https://doi.org/10.1111/desc.12828</a>	Jasińska et al., 2019	Multiple regression	19
Additional Search	Kovelman, I., Salah-Ud-Din, M., Berens, M. S., & Petitto, L. (2015). "One glove does not fit all" in bilingual reading acquisition: Using the age of first bilingual language exposure to understand optimal contexts for reading success. <i>Cogent Education</i> , 2(1). <a href="https://doi.org/10.1080/2331186X.2015.1006504">https://doi.org/10.1080/2331186X.2015.1006504</a>	Kovelman et al., 2015	Repeated measures MANOVA	20
Additional Search	Lervåg, A., & Aukrust, V. G. (2010). Vocabulary knowledge is a critical determinant of the difference in reading comprehension growth between first and second language learners." <i>Journal of Child Psychology and Psychiatry</i> , 51(5): 612-620. <a href="https://doi.org/10.1111/j.1469-7610.2009.02185.x">https://doi.org/10.1111/j.1469-7610.2009.02185.x</a>	Lervåg & Aukrust, 2010	Hierarchical multiple regression	21
Additional Search	Spencer, L.H., & Hanley, J.R. (2010). Effects of orthographic transparency on reading and phoneme awareness in children learning to read in Wales. <i>British Journal of Psychology</i> , 94: 1-28. <a href="https://doi.org/10.1348/000712603762842075">https://doi.org/10.1348/000712603762842075</a>	Spencer & Hanley, 2010	Pearson's, stepwise multiple regression	22
Additional Search	Lam, K., Chen, X., Geva, E., Luo, Y. C., & Li, H. (2012). The role of morphological awareness in reading achievement among young Chinese-speaking English language learners: A longitudinal study. <i>Reading and Writing</i> , 25(8), 1847-1872. <a href="https://psycnet.apa.org/doi/10.1007/s11145-011-9329-4">https://psycnet.apa.org/doi/10.1007/s11145-011-9329-4</a>	Lam et al., 2012	Pearson's, hierarchical multiple regression	23
Additional Search	Limbird, C. K., Maluch, J. T., Rjosk, C., Stanat, P., & Merkens, H. (2014). Differential growth patterns in emerging reading skills of Turkish-German bilingual and German monolingual primary school students. <i>Reading and Writing</i> , 27(5), 945-968. <a href="https://psycnet.apa.org/doi/10.1007/s11145-013-9477-9">https://psycnet.apa.org/doi/10.1007/s11145-013-9477-9</a>	Limbird et al., 2014	Pearson's, multigroup structural equation modelling	24
PsycINFO	Rhys, M., & Thomas, E. M. (2012). Bilingual Welsh-English children's acquisition of vocabulary and reading: Implications for bilingual education. <i>International Journal of Bilingual Education and Bilingualism</i> , 16(6), 633-656. <a href="https://doi.org/10.1080/13670050.2012.706248">https://doi.org/10.1080/13670050.2012.706248</a>	Rhys & Thomas, 2012	Pearson's	25

LLBA	Spatgens, T., & Schoonen, R. (2017). The semantic network, lexical access, and reading comprehension in monolingual and bilingual children: An individual differences study. <i>Applied Psycholinguistics</i> , 39(1), 225-256. <a href="https://doi.org/10.1017/S0142716417000224">https://doi.org/10.1017/S0142716417000224</a>	Spatgens & Schoonen, 2017	Fixed and random effects estimate analysis	26
Additional Search	Gupta, A., & Jamal, G. (2007). Reading strategies of bilingual normally progressing and dyslexic readers in Hindi and English. <i>Applied Psycholinguistics</i> , 28(1), 47-68. <a href="https://doi.org/10.1017/S0142716406070032">https://doi.org/10.1017/S0142716406070032</a>	Gupta & Jamal, 2007	ANOVA	27
Additional Search	Ríos-López, P., Molnar, M. T., Lizarazu, M., & Lallier, M. (2017). The role of slow speech amplitude envelope for speech processing and reading development. <i>Frontiers in Psychology</i> , 8, 1497. <a href="https://doi.org/10.3389/fpsyg.2017.01497">https://doi.org/10.3389/fpsyg.2017.01497</a>	Ríos-López et al., 2017	Pearson's	28
LLBA	Vital, H., & Karniol, R. (2010). Procedural versus narrative cross-language priming and bilingual children's reading and sentence sequencing of same genre and opposite genre text in the other language. <i>Bilingualism</i> , 14(4), 547-561. <a href="https://doi.org/10.1017/S1366728910000520">https://doi.org/10.1017/S1366728910000520</a>	Vital & Karniol, 2010	ANOVA	29
LLBA; PsycINFO	van den Bosch, L. J., Segers, E., & Verhoeven, L. (2020). First and second language vocabulary affect early second language reading comprehension development. <i>Journal of Research in Reading</i> , 43(3), 290-308. <a href="https://doi.org/10.1111/1467-9817.12304">https://doi.org/10.1111/1467-9817.12304</a>	van den Bosch et al., 2020	Pearson's, ANOVA	30
Additional Search: Research Callout	Sun, H., Bornstein, M.H., & Esposito, G. (2021). The specificity principle in young dual language learners' English development. <i>Child Development</i> . <a href="https://doi.org/10.1111/cdev.13558">https://doi.org/10.1111/cdev.13558</a>	Sun et al., 2021	LASSO	31
LLBA	Yang, F.Y. (2010). Bilingual effects on phonological awareness, oral language proficiency and reading skills in Taiwanese Mandarin-English bilingual children. <i>ProQuest Dissertations &amp; Theses Global</i> (276360261). <a href="https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.1028.5605&amp;rep=rep1&amp;type=pdf">https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.1028.5605&amp;rep=rep1&amp;type=pdf</a>	Yang, 2010	Hierarchical multiple regression; ANOVA/MANOVA	32

			(effect size, Cohen's <i>d</i> )	
LLBA	Mak, K.C.L. (2013). Reading comprehension in Chinese-English bilingual children: A cognitive perspective (dissertation). <i>Library and Archives Canada = Bibliothèque et Archives Canada</i> . <a href="https://www.bac-lac.gc.ca/eng/services/theses/Pages/item.aspx?idNumber=921571256">https://www.bac-lac.gc.ca/eng/services/theses/Pages/item.aspx?idNumber=921571256</a>	Mak, 2013	Pearson's, hierarchical multiple regression, Cohen's <i>d</i> (effect size)	33
LLBA	Lallier, M., Martin, C. D., Acha, J., & Carreiras, M. (2021). Cross-linguistic transfer in bilingual reading is item specific. <i>Bilingualism: Language and Cognition</i> , 24(5), 891-901. <a href="https://doi.org/10.1017/S1366728921000183">https://doi.org/10.1017/S1366728921000183</a>	Lallier et al., 2021	Cohen's <i>d</i> (effect size) for non-verbal intelligence only, ANCOVA, Pearson's	34
LLBA	Sun, X., Zhang, K., Marks, R. A., Nickerson, N., Eggleston, R. L., Yu, C. L., Chou, T-L., Tardif, T., & Kovelman, I. (2022). What's in a word? Cross-linguistic influences on Spanish–English and Chinese–English bilingual children's word reading development. <i>Child Development</i> , 93(1), 84-100. <a href="https://srcd.onlinelibrary.wiley.com/doi/epdf/10.1111/cdev.13666">https://srcd.onlinelibrary.wiley.com/doi/epdf/10.1111/cdev.13666</a>	Sun et al., 2022	ANCOVA, multiple regression, partial correlations, multi-group path models	35
LLBA	Novita, S., Lockl, K., & Gnambs, T. (2022). Reading comprehension of monolingual and bilingual children in primary school: the role of linguistic abilities and phonological processing skills. <i>European Journal of Psychology of Education</i> , 1-21. <a href="https://doi.org/10.1007/s10212-021-00587-5">https://doi.org/10.1007/s10212-021-00587-5</a>	Novita et al., 2022	Cohen's <i>d</i> (effect size), multiple regression	36
LLBA	Peets, K. F., Yim, O., & Bialystok, E. (2019). Language proficiency, reading comprehension and home literacy in bilingual children: The impact of context. <i>International Journal of Bilingual Education and Bilingualism</i> , 25(1), 226-240. <a href="https://doi.org/10.1080/13670050.2019.1677551">https://doi.org/10.1080/13670050.2019.1677551</a>	Peets et al., 2019	ANOVA, multiple regression	37

LLBA	Ruan, Y., Ye, Y., Lui, K. F. H., McBride, C., & Ho, C. S. H. (2022). How Do Word Reading and Word Spelling Develop Over Time? A Three-Year Longitudinal Study of Hong Kong Chinese–English Bilingual Children. <i>Reading Research Quarterly</i> . <a href="https://doi.org/10.1002/rrq.478">https://doi.org/10.1002/rrq.478</a>	Ruan et al., 2022	Pearson’s, cross-lagged panel model analysis	38
LLBA; MLA	Babayiğit, S., Hitch, G. J., Kandru-Pothineni, S., Clarke, A., & Warmington, M. (2022). Vocabulary limitations undermine bilingual children’s reading comprehension despite bilingual cognitive strengths. <i>Reading and Writing</i> , 1-23. <a href="https://doi-org.myaccess.library.utoronto.ca/10.1007/s11145-021-10240-8">https://doi-org.myaccess.library.utoronto.ca/10.1007/s11145-021-10240-8</a>	Babayiğit et al., 2022	Pearson’s, ANCOVA, path analysis	39
LLBA	Marks, R. A., Sun, X., McAlister López, E., Nickerson, N., Hernandez, I., Caruso, V. C., Satterfield, T., & Kovelman, I. (2022). Cross-linguistic differences in the associations between morphological awareness and reading in Spanish and English in young simultaneous bilinguals. <i>International Journal of Bilingual Education and Bilingualism</i> , 25(10), 3907-3923. <a href="https://doi.org/10.1080/13670050.2022.2090226">https://doi.org/10.1080/13670050.2022.2090226</a>	Marks et al., 2022	Pearson’s, Path analysis	40
PsycINFO	Gunnerud, H. L., Foldnes, N., & Melby-Lervåg, M. (2022). Levels of skills and predictive patterns of reading comprehension in bilingual children with an early age of acquisition. <i>Reading and Writing</i> , 1-23. <a href="https://doi.org/10.1007/s11145-022-10286-2">https://doi.org/10.1007/s11145-022-10286-2</a>	Gunnerud et al., 2022	Pearson’s, Multiple regression; Multigroup confirmatory factor analysis	41

*Note.* LLBA= Linguistics and Language Behavior Abstracts database; ERIC= Educational Resources Informational Center database, MLA= MLA International Bibliography database; Additional Search = Google Scholar and manual citation search.