

**Supplemental Material S8.** Precursor-outcome associations assessed in one language for simultaneous bilingual children.

Table of significant and non-significant within- and cross-language precursor-outcome associations for the literacy precursors (indicated on the left, along with number of studies assessed) and/or reading outcome measures assessed in one bilingual language – along with the language(s) of assessment (as denoted by <sup>PL</sup> and <sup>OL</sup>). S8 indicates significant and non-significant associations between given literacy precursors (indicated on the left) and reading outcome measures, as reported by the individual studies listed in S4.

<i>Literacy Precursors and Outcomes Assessed in One Language</i>			<i>Literacy Precursors Assessed in Both Languages and Outcomes Assessed in One Language</i>		<i>Literacy Precursors Assessed in One Language and Outcomes Assessed in Both Languages</i>		
	<i>Significant Within-Language</i>	<i>Significant Cross-Language</i>	<i>Not Significant (Within-Language)</i>	<i>Significant Within-Language</i>	<i>Significant Cross-Language</i>	<i>Significant Within-Language</i>	<i>Significant Cross-Language</i>
<b>Literacy Precursors</b> ( <i>n</i> = number of studies)							
<b>Phonological Awareness</b> ( <i>n</i> = 13)	2 <sup>PL &amp; OL</sup> (English);		36 Heterogeneous(dominant)-German and German (dominant)-Heterogenous	1 <sup>PL</sup> (Chinese and English)	1 <sup>PL</sup> (Chinese and English)		38 <sup>PL &amp; OL</sup> (English and Chinese)
	4 <sup>PL &amp; OL</sup> (English);			<sup>OL</sup> (English);	<sup>OL</sup> (English);		
	<sup>+7</sup> (Heterogenous-English bilinguals)		<sup>PL &amp; OL</sup> (German)	32 <sup>PL &amp; OL</sup> (Chinese and English)	32 <sup>PL</sup> (Chinese and English)		
	<sup>PL &amp; OL</sup> (English);				<sup>OL</sup> (English);		
	8 <sup>PL &amp; OL</sup> (English);				35 <sup>PL</sup> (Spanish and English; Chinese and English)		
	9 <sup>PL &amp; OL</sup> (Hebrew);				<sup>OL</sup> (English)		
	<sup>+19</sup> <sup>PL &amp; OL</sup> (Kiswahili);						
	<sup>+23</sup> <sup>PL &amp; OL</sup> (English)						
<b>Letter Knowledge</b> ( <i>n</i> = 1)	<sup>+24</sup> <sup>PL &amp; OL</sup> (German)						
	4 <sup>PL &amp; OL</sup> (English)						
<b>RAN/Serial Recall</b> ( <i>n</i> = 4)	4 <sup>PL &amp; OL</sup> (English)		26 <sup>PL &amp; OL</sup> (Dutch);			22 <sup>PL &amp; OL</sup> (Welsh and English)	22 <sup>PL &amp; OL</sup> (Welsh and English)
			36 Heterogeneous(dominant)-German and German (dominant)-Heterogenous				
<b>Oral Language/Listening Comprehension</b> ( <i>n</i> = 2)			<sup>PL &amp; OL</sup> (German)				
	16 <sup>PL &amp; OL</sup> (English);						
	41 <sup>PL &amp; OL</sup> (Norwegian)						

Receptive Vocabulary ( <i>n</i> = 14)	1 <sup>PL &amp; OL</sup> (English);		8 <sup>PL</sup> (Malay, Tamil or Mandarin-Chinese and English)	8 <sup>PL</sup> (Malay, Tamil or Mandarin-Chinese and English)	22 <sup>PL</sup> (Welsh)	22 <sup>PL</sup> (Welsh)
	16 <sup>PL &amp; OL</sup> (English);				<sup>OL</sup> (Welsh and English)	<sup>OL</sup> (Welsh and English)
	19 <sup>PL &amp; OL</sup> (Kiswahili);		<sup>OL</sup> (English);	<sup>OL</sup> (English);		
	23 <sup>PL &amp; OL</sup> (English);		21 <sup>PL</sup> (Norwegian and Urdu)	21 <sup>PL</sup> (Norwegian and Urdu)		
	26 <sup>PL &amp; OL</sup> (Dutch);		<sup>OL</sup> (Norwegian)	<sup>OL</sup> (Norwegian);		
	36 Heterogeneous (dominant)-German and German (dominant)-Heterogenous		30 <sup>PL</sup> (Turkish and Dutch)	35 <sup>PL</sup> (Spanish and English; Chinese and English)		
	<sup>PL &amp; OL</sup> (German);		<sup>OL</sup> (Dutch)	<sup>OL</sup> (English)		
	37 <sup>PL &amp; OL</sup> (English);					
	39 <sup>PL &amp; OL</sup> (English);					
	41 <sup>PL &amp; OL</sup> (Norwegian)					
Expressive Vocabulary ( <i>n</i> = 3)	24 <sup>PL &amp; OL</sup> (German);			6 <sup>PL</sup> (Spanish and English)		
	39 <sup>PL &amp; OL</sup> (English)			<sup>OL</sup> (English)		
Syntactic Awareness ( <i>n</i> = 3)	4 <sup>PL &amp; OL</sup> (English);					
	36 Heterogeneous (dominant)-German and German (dominant)-Heterogenous					
	<sup>PL &amp; OL</sup> (German);					
	37 <sup>PL &amp; OL</sup> (English)					
Morphological Awareness ( <i>n</i> = 7)	23 <sup>PL &amp; OL</sup> (English);	1 <sup>PL</sup> (Chinese)			5 <sup>PL</sup> (English)	5 <sup>PL</sup> (English)
	36 Heterogeneous (dominant)-German and German (dominant)-Heterogenous	<sup>OL</sup> (English)			<sup>OL</sup> (Malay and English)	<sup>OL</sup> (Malay and English)
	<sup>PL &amp; OL</sup> (German);	^ns across language associations (different languages assessed for literacy precursor and outcome measure)		35 <sup>PL</sup> (Spanish and English; Chinese and English)		
	37 <sup>PL &amp; OL</sup> (English);			<sup>OL</sup> (English)		
	41 <sup>PL &amp; OL</sup> (Norwegian)					
Working Memory ( <i>n</i> = 3)	39 <sup>PL &amp; OL</sup> (English)	31 <sup>PL &amp; OL</sup> (English);				
		36 Heterogeneous(dominant)-German and German (dominant)-Heterogenous				
		<sup>PL &amp; OL</sup> (German)				
Verbal Short-Term Memory ( <i>n</i> = 1)		4 <sup>PL &amp; OL</sup> (English)				
Nonverbal Intelligence ( <i>n</i> = 5)	32 <sup>OL</sup> (English);	39 <sup>PL &amp; OL</sup> (English)	31 <sup>OL</sup> (English)		22 <sup>OL</sup> (Welsh and English);	22 <sup>OL</sup> (Welsh and English)
	37 <sup>PL &amp; OL</sup> (English)					

<b>Word/Nonword Decoding</b> ( <i>n</i> = 8)	21 <sup>PL &amp; OL</sup> (Norwegian);	26 <sup>PL &amp; OL</sup> (Dutch)	
	23 <sup>PL &amp; OL</sup> (English);		
	24 <sup>PL &amp; OL</sup> (German);		
	30 <sup>PL &amp; OL</sup> (Dutch);		
	37 <sup>PL &amp; OL</sup> (English);		
	39 <sup>PL &amp; OL</sup> (English);		
	41 <sup>PL &amp; OL</sup> (Norwegian)		
<b>Semantic Awareness</b> ( <i>n</i> = 3)		7(Heterogenous-English bilinguals)	
		<sup>PL &amp; OL</sup> (English);	
		9 <sup>PL &amp; OL</sup> (Hebrew);	
		26 <sup>PL &amp; OL</sup> (Dutch)	
<b>Spelling</b> ( <i>n</i> = 1)	4 <sup>PL &amp; OL</sup> (English)		
<b>VA Span</b> ( <i>n</i> = 1)			34 <sup>PL</sup> (Spanish, French, Basque)
			<sup>OL</sup> (Basque)
<b>Orthographic Processing</b> ( <i>n</i> = 1)	2 <sup>PL &amp; OL</sup> (English);		
<b>Environmental Print Awareness</b> ( <i>n</i> = 1)	4 <sup>PL &amp; OL</sup> (English)		
<b>Sublexical/Phonological Speech Perception Task</b> ( <i>n</i> = 1)	28 <sup>PL &amp; OL</sup> (Spanish)		
<b>Sentence Priming Task</b> ( <i>n</i> = 1)		29 <sup>PL &amp; OL</sup> (Hebrew)	
		^Different languages assessed for literacy precursor and outcome measure	
<b>Novel Word Learning</b> ( <i>n</i> = 1)	39 <sup>PL &amp; OL</sup> (English)		

*Note.* ^ = specifies additional information; ns= not significant; += Studies (7, 19, 23, 24) that only assessed phonemic awareness; <sup>PL</sup>= (precursor language) indicates language assessed for literacy precursor measures; <sup>OL</sup>= (outcome language) indicates language assessed for reading outcome measures. The term *within-language precursor-outcome associations* refer to associations between literacy precursors and reading outcomes assessed in the same language. The term *cross-language precursor-outcome* associations refer to precursors and outcomes assessed in two different languages.