

Supplemental Material S1. Choice of assessments.

In the larger study (conducted by the Language and Reading Research Consortium; LARRC), the constructs of reading comprehension, vocabulary, and word recognition were assessed using multiple measures. The choices for which measure of each construct to be used in the present study were based on the results of structural equation models published by LARRC (Language and Reading Research Consortium, 2015). In most cases, the measure with the highest factor loading on each construct in the third-grade sample was selected for use in the present study. Clarification on the selection process for word recognition requires note, however. The LARRC study tested the influence of accuracy and fluency separately and found that, in third grade, the fluency construct had a stronger relationship to reading comprehension than the accuracy construct. A contextual (i.e., passage-level) fluency measure was included in the fluency factor, and it loaded slightly higher than the word-level fluency measure (.89 versus .85). Given the focus of the present study on word-level skills, the word-level fluency measure was chosen. Furthermore, the LARRC study used two subtests of the word-level fluency measure (word and pseudoword reading), which both loaded at .85. In the present study, a composite score of these subtests was used.

Reference

Language and Reading Research Consortium. (2015). Learning to read: Should we keep things simple? *Reading Research Quarterly*, 50(2), 151–169. <https://doi.org/10.1002/rrq.99>