

ONLINE SUPPLEMENTARY MATERIAL: ETIOLOGIES OF PRE-READING AND READING RELATIONS

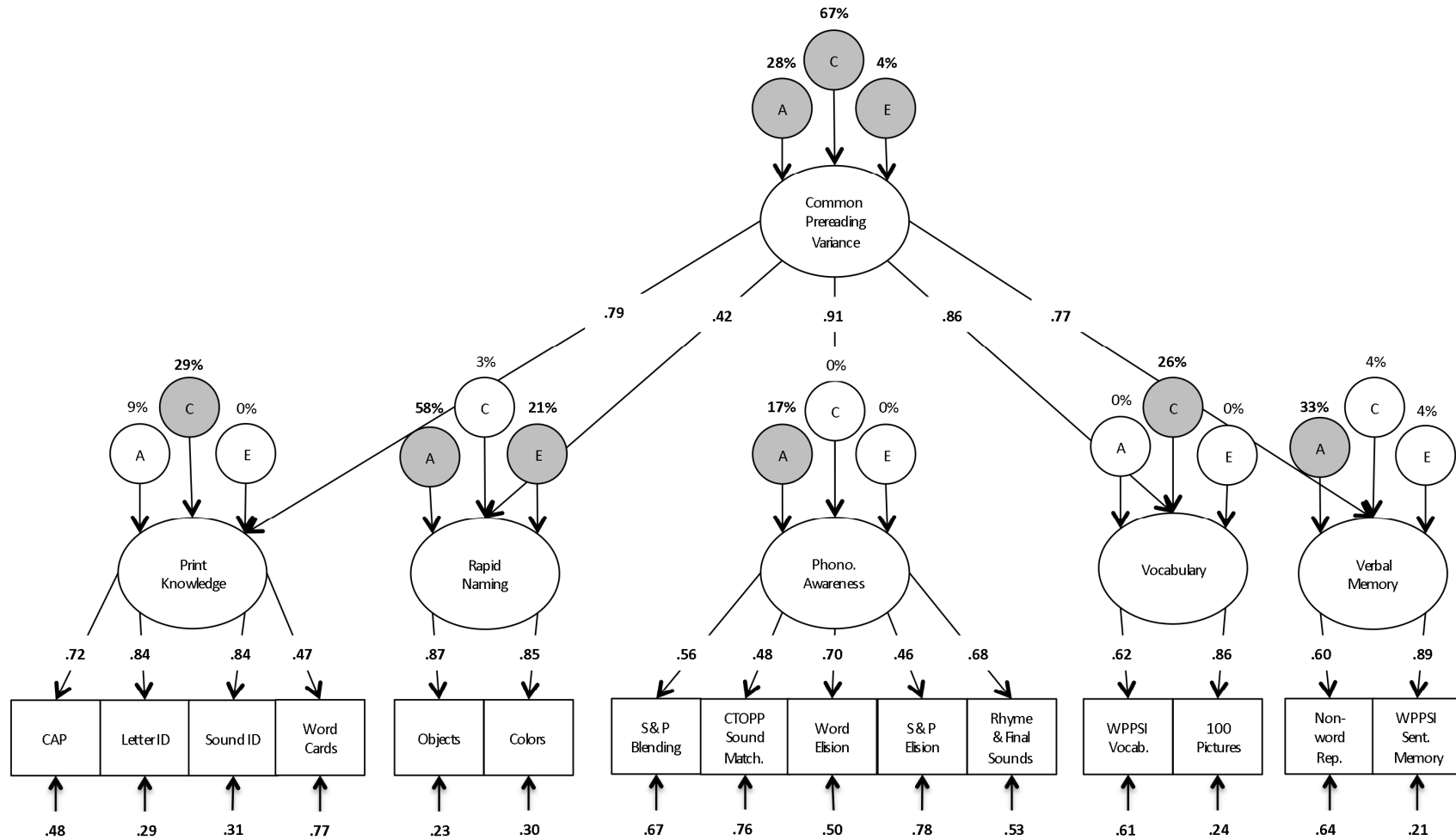


Figure S1. Full Behavioral Genetic Hierarchical Model of Pre-reading Variables. All loadings on single-headed arrows are significant standardized regression coefficients ($p < .05$). Single-headed arrows and numbers below the observed variables show the amount of residual variance independent of the latent variable. Percentages above the A (genetic), C (shared environmental), and E (non-shared environmental) latent variables show the genetic and environmental proportions of variance. If shaded, A, C, and E estimates are significant. CAP = concepts about print; S & P Blending = syllable and phoneme blending; S & P Elision = syllable and phoneme elision.

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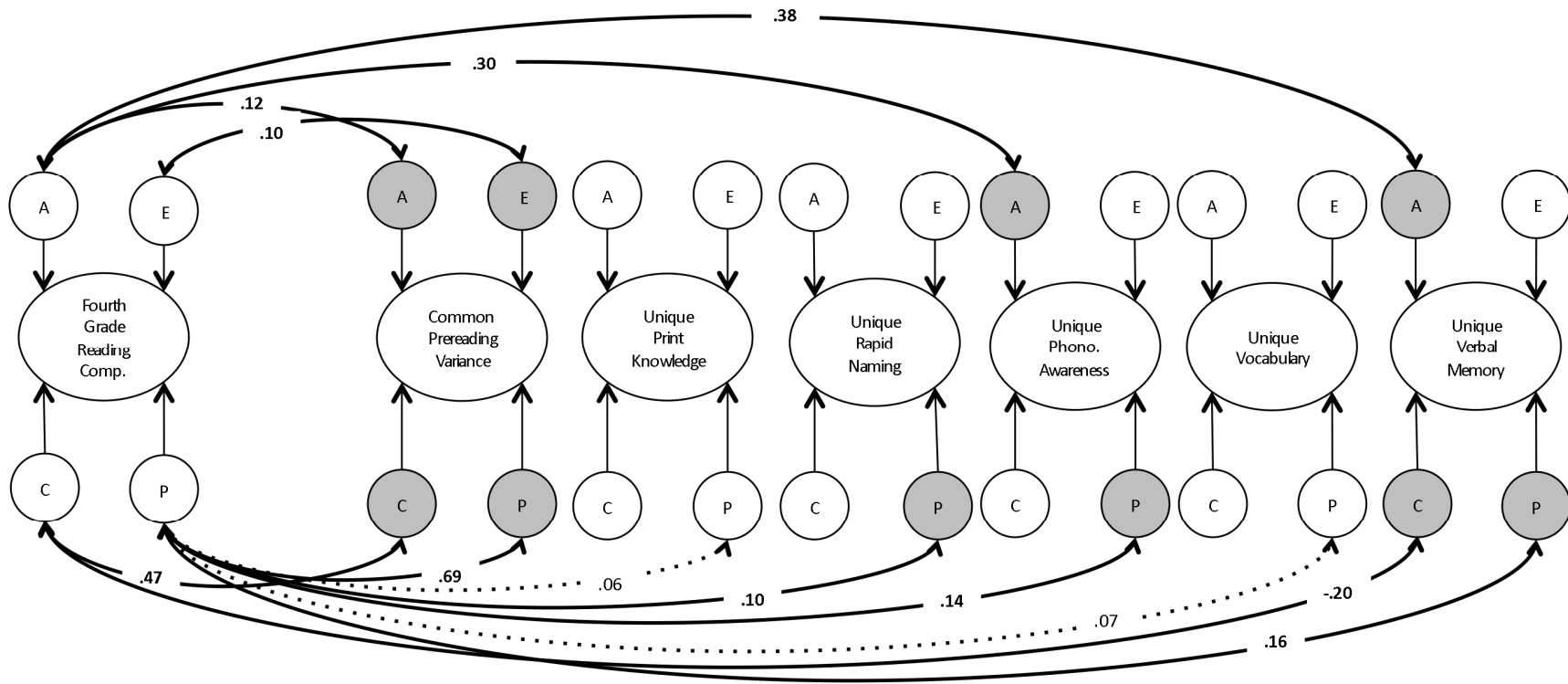


Figure S2. Behavioral Genetic Correlated Factors Model of Pre-reading Variables with Post-4th Reading Comprehension Latent Variable (Gates and Woodcock Passage Comprehension). Numbers on double-headed arrows are phenotypically standardized covariances, such that the phenotypic correlation (double-headed arrow connecting P components) is the sum of the additive genetic covariance (A), shared environmental covariance (C), and non-shared environmental covariance (E). Solid lines and bold numbers depict significant correlations/covariances. While all phenotypically standardized covariances were estimated, only the ACE decompositions of significant phenotypic correlations are shown.