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### ► To cite this version:

Chiara Andreola, Sara Mascheretti, Raffaella Belotti, Anna Ogliari, Cecilia Marino, et al.. The heritability of reading and reading-related neurocognitive components: A multi-level meta-analysis. *Neuroscience & Biobehavioral Reviews*, Oxford: Elsevier Ltd., 2020, 121, pp.175 - 200. 10.1016/j.neubiorev.2020.11.016 . hal-03372385

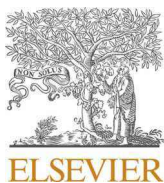
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Submitted on 10 Oct 2021

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Contents lists available at ScienceDirect

## Neuroscience and Biobehavioral Reviews

journal homepage: [www.elsevier.com/locate/neubiorev](http://www.elsevier.com/locate/neubiorev)

Review article

# The heritability of reading and reading-related neurocognitive components: A multi-level meta-analysis

Chiara Andreola<sup>a,b,\*</sup>, Sara Mascheretti<sup>a,\*</sup>, Raffaella Belotti<sup>c</sup>, Anna Ogliari<sup>c,d</sup>,  
Cecilia Marino<sup>e,f</sup>, Marco Battaglia<sup>e,f</sup>, Simona Scaini<sup>g</sup>

<sup>a</sup> Scientific Institute, IRCCS E. Medea, Child Psychopathology Unit, via Don Luigi Monza 20, Bosisio Parini, Lecco, Italy

<sup>b</sup> Université de Paris, Laboratoire de Psychologie de Développement et de l'Éducation de l'Enfant (LaPsyDÉ), UMR CNRS 8240, 75005, Paris, France

<sup>c</sup> The Department of Clinical Neurosciences, San Raffaele Hospital, via Olgettina 60, Milan, Italy

<sup>d</sup> Developmental Psychopathology Unit, 'Vita-Salute' San Raffaele University, via Olgettina 60, Milan, Italy

<sup>e</sup> Department of Psychiatry, University of Toronto, Toronto, Canada

<sup>f</sup> The Division of Child and Youth Psychiatry at the Centre for Addiction and Mental Health (CAMH), 1001 Queen St W, Toronto, M6J 1H4, ON, Canada

<sup>g</sup> Faculty of Psychology, Sigmund Freud University, Ripa di Porta Ticinese 77, Milan, Italy



## ARTICLE INFO

## Keywords:

Meta-analysis  
Reading-related skills  
Twin study  
Heritability  
Genetics

## ABSTRACT

Reading ability is a complex task requiring the integration of multiple cognitive and perceptual systems supporting language, visual and orthographic processes, working memory, attention, motor movements, and higher-level comprehension and cognition. Estimates of genetic and environmental influences for some of these reading-related neurocognitive components vary across reports.

By using a multi-level meta-analysis approach, we synthesized the results of behavioral genetic research on reading-related neurocognitive components (i.e. general reading, letter-word knowledge, phonological decoding, reading comprehension, spelling, phonological awareness, rapid automatized naming, and language) of 49 twin studies spanning 4.1–18.5 years of age, with a total sample size of more than 38,000 individuals.

Except for language for which shared environment seems to play a more important role, the causal architecture across most of the reading-related neurocognitive components can be represented by the following equation  $a^2 > e^2 > c^2$ . Moderators analysis revealed that sex and spoken language did not affect the heritability of any reading-related skills; school grade levels moderated the heritability of general reading, reading comprehension and phonological awareness.

## 1. Introduction

Reading is a complex, unique ability: it requires the integration of different cognitive skills and it is underlined by extensive brain circuitries. The final outcome of this process is the conversion of arbitrary strings of visual symbols into meaningful sounds. Reading is instrumental to civilization and to daily life and learning, so that reading deficits are a particularly impactful class of childhood and adolescence neurodevelopmental disorders (Peterson and Pennington, 2015).

At the neurocognitive level, reading skills depend on the rapid and accurate integration of a vast circuit of brain areas, the “reading circuit”, that subserves: phonology, morphology, syntax, and semantics, as well

as visual and orthographic processes, working memory, attention, motor movements, and higher-level comprehension and cognition (Vellutino et al., 2004; Norton and Wolf, 2012; Peterson and Pennington, 2012, 2015). The sophisticated computational procedure of reading acquisition relies therefore upon several reading-related neurocognitive skills. Phonological awareness (PA) refers to the ability to identify and manipulate the sounds of spoken words, which is critical for the establishment and later automatization of letter-sound correspondences. A large amount of evidence supports the relationship between PA and reading skills across languages, with stronger influence in opaque languages (Castles and Coltheart, 2004; Vellutino et al., 2004; Goswami, 2003; Gabrieli, 2009; Peterson and Pennington, 2012). PA contributes to

\* Corresponding author at: Scientific Institute, IRCCS E. Medea, Child Psychopathology Unit, via Don Luigi Monza 20, 23842, Bosisio Parini, Lecco, Italy.

E-mail addresses: [chiara.andreola@etu.parisdescartes.fr](mailto:chiara.andreola@etu.parisdescartes.fr) (C. Andreola), [sara.mascheretti@lanostrafamiglia.it](mailto:sara.mascheretti@lanostrafamiglia.it) (S. Mascheretti), [raffibelotti@hotmail.it](mailto:raffibelotti@hotmail.it) (R. Belotti), [ogliari.anna@hr.it](mailto:ogliari.anna@hr.it) (A. Ogliari).

<sup>1</sup> These authors equally contributed to the article.

<https://doi.org/10.1016/j.neubiorev.2020.11.016>

Received 8 April 2020; Received in revised form 13 November 2020; Accepted 19 November 2020

Available online 24 November 2020

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mapping speech sounds onto their homologous visual letters, which in turn underlies the attainment of fluent reading (Vellutino et al., 2004). The ability to attend to and maintain phonological units in a phonological memory loop predicts reading abilities (Swanson and Jerman, 2007). Retrieving the meaning of words and comprehending text passages involves multiple memory systems: short-term memory is involved in storing phonological codes, and working memory is involved in maintaining information about words and their meanings as text is integrated to establish coherence and retrieve information from long-term memory (Cain et al., 2004). Working memory is a reliable predictor of reading comprehension (Daneman and Carpenter, 1980) and accounts for a significant proportion of variance in children's reading comprehension ability (Cain et al., 2004). The ability to process auditory stimuli in rapid sequence allows for fine sound-speech discrimination, which is necessary to the adequate acquisition of reading skills (Tallal, 1980, 2004). The ability to rapidly name both linguistic and non-linguistic stimuli maps the processes of connecting and automatizing whole sequences of letters and words with their linguistic information, regardless of writing system (Norton and Wolf, 2012). Notably, reading depends on accurate visual analysis of the stimulus prior to the complex integration of orthographic and phonological information (Vidyasagar, 1999). Visual and auditory attention plays a critical role in the basic letter-to-speech sound integration during letter string processing (Facoetti, 2012; Gori and Facoetti, 2014; Vidyasagar and Pammer, 2010). Before the letter-to-sound mapping mechanism is applied, irrelevant lateral letters should be filtered out by attentional shifting. The perceptual segmentation of the letters string into its constituent graphemes (i.e., graphemic parsing) involves accurate and rapid shifting of spatial and temporal visual attention (Gori and Facoetti, 2014). Thus, visual attention shifting plays a critical role in the basic letter-to-speech sound integration during letter string processing because it is crucially involved in parsing and identification of relevant sub-lexical orthographic units by efficient attentional processing on each letter (Vidyasagar and Pammer, 2010; Facoetti, 2012).

Although the genetics of reading has been investigated by using different approaches (i.e. family studies (Gilger et al., 1994; Schulte-Körne et al., 1996, 2007; Raskind et al., 2000; Hsu et al., 2002; Ziegler et al., 2005), molecular genetic techniques (for a recent review see Mascheretti et al., 2017), GWAS approach (Gialluisi et al., 2014, 2019, 2020; Truong et al., 2019), several studies investigating the etiology of variation in reading-related skills have used the classic twin design (Plomin, 1991; Plomin et al., 2008) and reported significant genetic contributions for reading comprehension, spelling and orthographic coding, as well as for PA, rapid automatized naming (RAN), verbal memory, phonological short-term memory, rapid auditory processing (RAP) and attentional components (i.e., alerting and executive control) (Bishop et al., 1999; Brewer et al., 2016; Byrne et al., 2005, 2007; Olson et al., 2011; Petrill et al., 2006; Plomin and Kovas, 2005). Heritability estimates from these studies using the classical twin model vary widely among (from 0.03 for word reading to 0.83 for phonological awareness) and within (0.03–0.60 for word reading, 0.47–0.72 for word spelling, 0.19–0.83 for PA, 0.60–0.77 for RAN) phenotypes (Gayan and Olson, 2003; Plomin and Kovas, 2005; Byrne et al., 2005, 2007; Olson et al., 2011; Petrill et al., 2006). Similarly, estimates of shared environmental influences and of unique environmental factors vary remarkably (from 0.00 to 0.43 and from 0.04 to 0.38, respectively) across studies (Bates et al., 2004; Byrne et al., 2007; Stevenson et al., 1987; Hohnen and Stevenson, 1999; Stevenson et al., 1987). Meta-analyses of heritability of reading-related skills have been previously conducted (Little et al., 2017; de Zeeuw et al., 2015), but these were focused on reading comprehension (Little et al., 2017) and school achievement (de Zeeuw et al., 2015). Despite the substantial genetic stability, age-to-age genetic correlations were not unity and model fitting results showed significant age-specific as well as school grade-specific genetic influences (Wadsworth et al., 2001, 2007; Harlaar et al., 2007; Astrom et al., 2007; Byrne et al., 2007, 2009; Hayiou-Thomas et al., 2010; Soden et al., 2015;

Christopher et al., 2016; Erbeli et al., 2018; Tosto et al., 2017). To our knowledge, however, no meta-analysis systematically examined the effect of moderators such as school grade levels, spoken language, or sex, on heritability estimates. To fill these gaps, and get a better understanding of the contribution of genetic and environmental influences on reading development, we performed a multi-level meta-analysis of twin studies that addressed reading and reading-related neurocognitive phenotypes (such as PA, RAN, spelling and language) underlying reading acquisition and development, and controlled for the effects of school grade levels, sex, and spoken language as moderators.

## 2. Materials and methods

### 2.1. Background information: the twin design

All studies included in this meta-analysis employed the classic twin method (Plomin, 1991; Plomin et al., 2008) which is built on the premise that differences in the resemblance between monozygotic twins (sharing approximately 100 % of their DNA) and dizygotic twins (sharing 50 % of their segregating genes on average) can be used to parse phenotypic trait variance into genetic and environmental components. Genetic influences are implied if the correlation between monozygotic twin (MZ) pairs is higher than the correlation between dizygotic twin (DZ) pairs. An influence of the common environment – influences that are shared within the twins – is implied when the DZ twin pair correlation is higher than half of the correlation between MZ twin pairs. Unique environmental factors are person specific and not shared between twins. MZ twin correlation's deviation from 1 provide a direct estimate for the non-shared environmental influences, since identical twins share both their genetic make-up as well as part of the environment (the shared environment). More specifically, twin correlations can be parsed into different components: additive genetic (A), non-additive or dominance genetic (D), shared environmental (C), and non-shared environmental components (E; including measurement error). If MZ correlations are larger than DZ correlations, A, C, and E effects are to be expected. If MZ correlations are more than twice the DZ correlations, non-additive genetic effects are expected. Although in the classical twin design D influences and C influences are confounded and cannot be estimated in the same model, and even if it is common to estimate one or the other based on the twin correlations, this distinction does not influence the results presented in our study as we speak of general genetic influence without specifically modelling the difference between additive or non-additive genetic influences. The classical twin design is based on certain assumptions: (1) the correlation between twins' additive genetic influences is equal to 1.0 for MZ pairs and to 0.5 for DZ pairs, and (2) the correlation between twins' shared environmental influences is equal to 1.0 for both MZ and DZ twin pairs (cf. the equal environments assumption) (Neale and Cardon, 1992; Derks et al., 2006).

### 2.2. Literature search and selection procedure

The selection of relevant studies started with a research using *twin study*, *reading abilities* and *children* as keywords, and *AND* as Boolean operator to link terms referring to distinct concepts (Salvador-Oliván et al., 2019). As we were interested in several reading-related neurocognitive components, the keyword *reading abilities* was alternately replaced by *phonological awareness*, *spelling*, *reading comprehension*, *rapid naming*, *phonological short-term memory*, *visual and auditory attention*, *visual motion perception*, *rapid auditory processing*. Research was conducted using two electronic databases, i.e. Medline and PsycINFO, until September 2019. Studies were eligible for this meta-analysis when the following criteria were met:

- 1) Univariate standardized heritability estimates or twin correlations for at least one reading-related neurocognitive component were available;

- 2) Sample's age between 5 and 18 years;
- 3) Sample belonging to the general population;
- 4) Only papers originally published in English and in peer-reviewed journals.

The initial search in the databases was independently performed by three authors (C.A., R.B., and S.S.) and yielded a total of 318 unique hits. Titles and abstracts of these hits were examined according to the inclusion criteria, resulting in 134 papers that were selected for in-depth reading. We also inspected possible missing publications by screening references of previous published meta-analyses (de Zeeuw et al., 2015; Little et al., 2017), resulting in the identification of 27 additional manuscripts. Subsequently, all 161 articles were screened according to the inclusion criteria, resulting in 49 articles to be included in the present meta-analysis (Fig. 1). The reasons for exclusion were that studies (i) did not provide MZ/DZ correlations or other heritability measures needed to infer the genetic and environmental effects on reading-related skills (57 %), (ii) mentioned the heritability of reading-related neurocognitive traits but did not employ a twin sample (37 %), or (iii) did report twin correlations or heritability estimates for a composite score among different reading measures (7 %).

### 2.3. Definition of phenotypes

The following phenotypes have been included in further analysis:

- 1 General Reading: reading speed and accuracy. According to Petrill and colleagues (2007), reading ability can be divided into:

- 1.1 Letter-word knowledge, i.e. the ability to recognize and identify letters and words (e.g. letter or word identification, word recognition, word reading, reading recognition);

- 1.2 Phonological decoding, i.e. the ability to correctly relate words with the corresponding verbal sound (e.g. phonological decoding test, irregular word decoding);

- 1.3 Reading Comprehension, i.e. the ability to semantically comprehend a written text (e.g. passage comprehension, text comprehension, reading achievement);

- 2 Spelling: the ability to form words with the correct letters in the correct orders (e.g. orthographic decoding, regular and irregular spelling);
- 3 PA: the ability to recognize and manipulate linguistic sounds apart from their meanings (e.g. rhyming, phoneme isolation, phonemic segmentation, phonemic deletion);
- 4 RAN: the ability to quickly name aloud objects, pictures, colors, or symbols (letters or digits);
- 5 Language, such as receptive and expressive vocabulary, oral language and naming abilities.

Although phonological short-term memory, visual and auditory attention, visual motion perception and RAP are crucial reading-related neurocognitive components and have been included as keywords, they were not included in further analysis as too few (< 2) or no studies were available.

### 2.4. Coding studies

The first authors coded all 49 articles, retrieving descriptive information (authors, article title, journal, year of publication), sample information (country, cohort, sample size, age, sex, spoken language, school grade level), reading-related neurocognitive skills (i.e. general reading, letter-word knowledge, phonological decoding, reading comprehension, PA, RAN, spelling, language), heritability estimates (MZ correlation, DZ correlation, standardized heritability and environment estimates of the overall model if provided and otherwise estimates

of the best fitting model). See Table 1 for an overview and description of all the included papers. For every twin correlation, we coded school grade levels<sup>2</sup> (1=preschool/kindergarten; 2=elementary school (Grades 1–5); 3=middle school (Grades 6–8); 4=high school (Grades 9–12)), spoken language (1=English-speaking sample, 2 = non-English-speaking sample), and sex (1=girls, 2=boys).

### 2.5. Data analyses

The meta-analysis was performed using the 'rma.mv' function of the Metafor package in R version 3.6.1 (Viechtbauer, 2010; Assink and Wibbelink, 2016; R Core Team, 2013). Multiple studies used data from the same cohort resulting in effect sizes from the same sample that were more similar than effect sizes from different studies as they are part of the same sampling process, study group, and study population. Typically, to deal with this dependency, previous meta-analyses only included one effect size for each sample included study (Bartels, 2015; de Zeeuw et al., 2015; Little et al., 2017). As a result, the statistical power decreases. Multi-level meta-analyses overcome this limitation by taking the dependency among studies into account, while including all effect sizes (Assink and Wibbelink, 2016; Hendriks et al., 2018; Van den Noortgate et al., 2013).

The analyses were conducted in multiple stages and each step was repeated for all the reading-related neurocognitive phenotypes. As a first step, we meta-analyzed twin correlations (MZ correlation and DZ correlation, respectively), rather than standardized genetic variance. As 14 studies reported only  $a^2$ ,  $c^2$  and  $e^2$  (Betjemann et al., 2011, 2008; Brooks et al., 1990; Christopher et al., 2013, 2016; Davis et al., 2001; Gayan and Olson, 2003; Harlaar et al., 2007; Hart et al., 2013b; Keenan et al., 2006; Logan et al., 2013; Olson et al., 2011; Petrill and Thompson, 1994; Thompson et al., 1991) and five studies reported only the variance decomposition based on their best fitting model (Bates et al., 2004; Harlaar et al., 2005; van Leeuwen et al., 2009; Malanchini et al., 2017; Taylor and Schatschneider, 2010), we transformed the standardized components into MZ and DZ correlations (Plomin, 2000). Second, both the MZ correlations ( $r_{MZ}$ ) and the DZ correlations ( $r_{DZ}$ ) were transformed into the Fisher's Z scores  $ES_Z$  ( $ES_{ZMZ}$  and  $ES_{ZDZ}$ ) and the sampling variance for each neurocognitive component was estimated. The Fisher's Z scores are assumed to approach normality, which is necessary for the determination of mean effect size and for unbiased tests of statistical significance (Lipsey and Wilson, 2001). The sampling variance has been calculated with the following formula:  $1/(N \text{ pairs} - 3)$  (Willems et al., 2019). Subsequently, we meta-analyzed the  $ES_{ZMZ}$  and the  $ES_{ZDZ}$  separately, resulting in an overall  $ES_{ZMZ}$  and an overall  $ES_{ZDZ}$ . In order to take into account for the dependency between effect sizes, we categorized all effect sizes based on the same sample by coding them with the same "identification number", in line with the multi-level meta-analytic approach (Assink and Wibbelink, 2016; Viechtbauer, 2010). Next, the  $ES_{ZMZ}$  and  $ES_{ZDZ}$  were transformed back to MZ correlations ( $r_{MZ}$ ) and DZ correlations ( $r_{DZ}$ ) for interpretation purposes (Lipsey and Wilson, 2001). We additionally calculated the heritability by applying the Falconer's formula (Falconer, 1960):  $h^2 = 2^*(r_{MZ} - r_{DZ})$ . Third, we examined whether the  $ES_{ZMZ}$  and  $ES_{ZDZ}$  were potentially moderated by a number of factors such as school grade levels, sex, and spoken language (cf. 'Coding studies' paragraph). As a minimum (at least five) number of studies is recommended to reliably calculate meta-analytic estimates (Borenstein et al., 2011), the effect of school grade levels was investigated for general reading, reading comprehension, and PA; the effect of sex was studied for general reading, and letter-word knowledge; the effect of the spoken language was tested only for general reading (see Supplementary Table 1 for the number of available studies for each moderator upon each neurocognitive component). Specifically, we estimated the Fisher's Z scores  $ES_Z$

<sup>2</sup> School grade levels were coded according to the American school system.

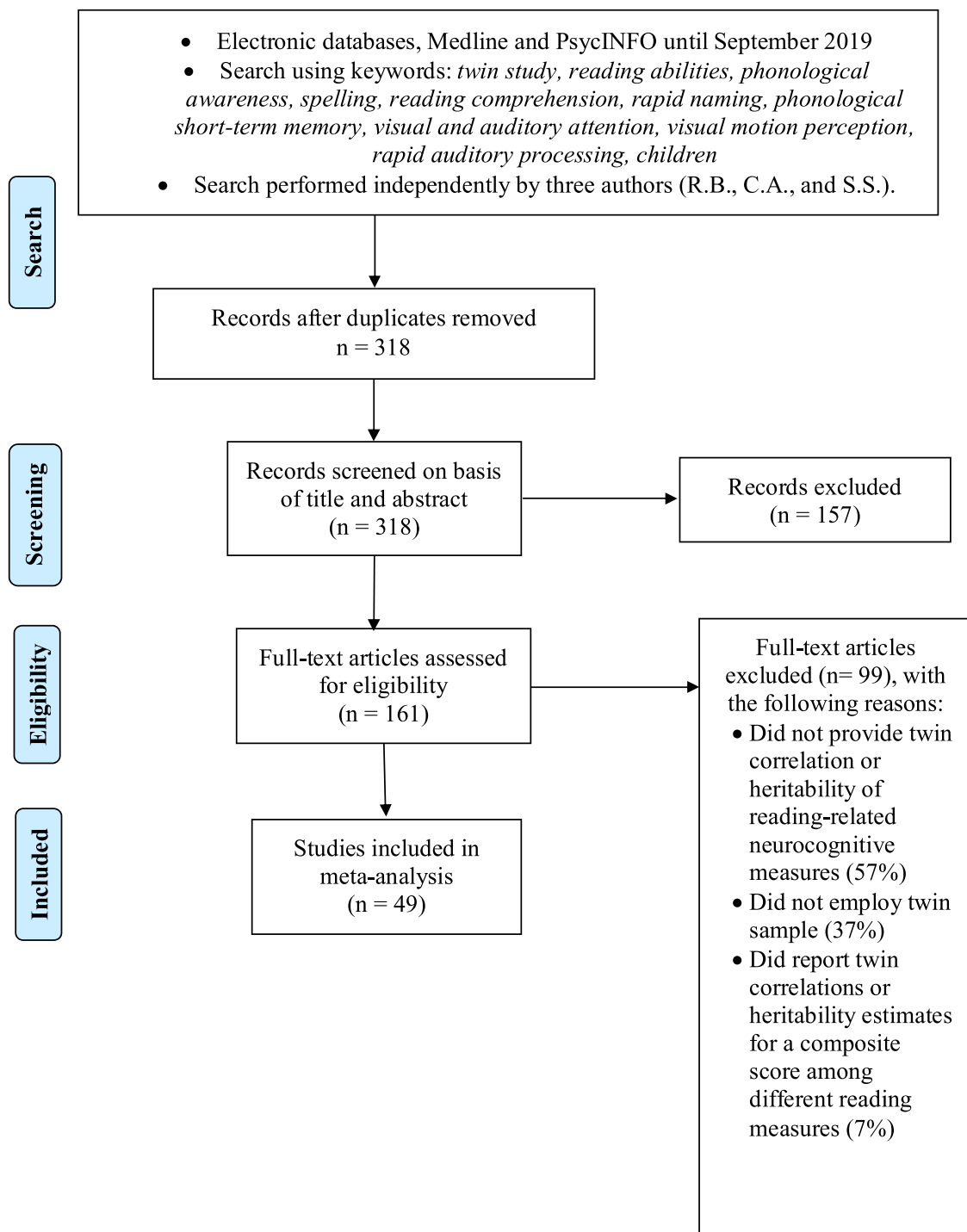


Fig. 1. Flow diagram for the search and inclusion criteria for studies in this meta-analysis. Adapted from Moher et al. (2009).

(ESZMZ and ESZDZ) and the sampling variance for each neurocognitive component within each level of each moderator. Next, the ESZMZ and ESZDZ within each level of each moderator were transformed back to MZ correlations ( $r_{MZ}$ ) and DZ correlations ( $r_{DZ}$ ) for interpretation purposes (Lipsey and Wilson, 2001). For each moderator showing a significant effect, we estimated the ratio between the observed correlations within MZ and DZ in order to test whether phenotypic stability could be accounted for by heritable influences (Astrom et al., 2007). Finally, we additionally calculated the heritability within each level of the moderators by applying the Falconer's formula (Falconer, 1960):  $h^2 = 2*(r_{MZ} - r_{DZ})$ .

### 3. Results

#### 3.1. Descriptives

A total of 49 articles were included in the analysis (see Table 1 for an overview). Of these 49 articles, 23 papers showed data on independent cohorts. Multiple articles applied data from: The Twins Early Development Study ( $n = 7$ ), the Colorado Learning Disabilities Research Centre ( $n = 6$ ), the International Longitudinal Twin Study ( $n = 5$ ), the Western Reserve Reading Project ( $n = 4$ ), and the Florida Twin Project on Reading ( $n = 4$ ). Most studies were conducted on English-speaking

**Table 1**  
Overview of the studies included in meta-analysis.

| Study_ID | AUTHOR                 | Country <sup>1</sup> | Cohort <sup>2</sup>   | Reading-related neurocognitive skill    | Sex <sup>3</sup> | rMZ  | rDZ  | A (h <sup>2</sup> ) | C (c <sup>2</sup> ) | E (e <sup>2</sup> ) | Age_correct                    | MZ_Sample_Pairs | DZ_Sample_Pairs | School Grade Level <sup>4</sup> | Sex <sup>5</sup> | Spoken Language <sup>6</sup> |
|----------|------------------------|----------------------|---|---|------------------|------|------|---------------------|---------------------|---------------------|--------------------------------|-----------------|-----------------|---------------------------------|------------------|------------------------------|
| 1        | Betjemann et al., 2011 | USA                  | CLDRC   | Reading comprehension                   | All              | 0.92 | 0.62 | 0.60<br>(0.40–0.83) | 0.32<br>(0.10–0.50) | 0.08<br>(0.03–0.15) | 8–18 (mean age 11.0)           | 117             | 205             |                                 |                  | 1                            |
|          |                        |                      |   | Reading comprehension                   |                  | 0.89 | 0.56 | 0.66<br>(0.38–0.87) | 0.23<br>(0.06–0.48) | 0.10<br>(0.03–0.22) | 8–18 (mean age 11.0)           | 117             | 205             |                                 |                  | 1                            |
|          |                        |                      |   | General reading - Letter/Word knowledge |                  | 0.93 | 0.59 | 0.68<br>(0.50–0.85) | 0.25<br>(0.09–0.41) | 0.07<br>(0.03–0.13) | 8–18 (mean age 11.0)           | 117             | 205             |                                 |                  | 1                            |
|          |                        |                      |   | Phonological Awareness                  |                  | 0.45 | 0.35 | 0.19<br>(0.00–0.54) | 0.26<br>(0.00–0.50) | 0.55<br>(0.41–0.68) | 7.39 (USA) / 6.99 (Australian) | 167             | 152             | 2                               |                  | 1                            |
|          |                        |                      |   | Phonological Awareness                  |                  | 0.41 | 0.30 | 0.29<br>(0.00–0.57) | 0.15<br>(0.00–0.42) | 0.56<br>(0.42–0.70) | 7.39 (USA) / 6.99 (Australian) | 167             | 152             | 2                               |                  | 1                            |
|          |                        |                      |   | Rapid Automatized Naming                |                  | 0.56 | 0.43 | 0.56<br>(0.23–0.82) | 0.19<br>(0.00–0.47) | 0.26<br>(0.18–0.37) | 7.39 (USA) / 6.99 (Australian) | 167             | 152             | 2                               |                  | 1                            |
| 2        | Byrne et al., 2007     | USA + Australia      | ILTS (USA) & Australian Twin Registry of the National Health and Medical Research Council | Rapid Automatized Naming                | All              | 0.58 | 0.38 | 0.56<br>(0.23–0.82) | 0.19<br>(0.00–0.47) | 0.26<br>(0.18–0.37) | 7.39 (USA) / 6.99 (Australian) | 167             | 152             | 2                               |                  | 1                            |
|          |                        |                      |   | General reading - Letter/Word knowledge |                  | 0.83 | 0.42 | 0.81<br>(0.57–0.87) | 0.03<br>(0.00–0.26) | 0.17<br>(0.13–0.22) | 7.39 (USA) / 6.99 (Australian) | 167             | 152             | 2                               |                  | 1                            |
|          |                        |                      |   | General reading - Phonological decoding |                  | 0.74 | 0.37 | 0.71<br>(0.43–0.79) | 0.03<br>(0.00–0.28) | 0.27<br>(0.21–0.34) | 7.39 (USA) / 6.99 (Australian) | 167             | 152             | 2                               |                  | 1                            |
|          |                        |                      |   | General reading - Letter/Word knowledge |                  | 0.81 | 0.42 | 0.81<br>(0.57–0.87) | 0.03<br>(0.00–0.26) | 0.17<br>(0.13–0.22) | 7.39 (USA) / 6.99 (Australian) | 167             | 152             | 2                               |                  | 1                            |
|          |                        |                      |   | General reading - Phonological decoding |                  | 0.69 | 0.35 | 0.71<br>(0.43–0.79) | 0.03<br>(0.00–0.28) | 0.27<br>(0.21–0.34) | 7.39 (USA) / 6.99 (Australian) | 167             | 152             | 2                               |                  | 1                            |
|          |                        |                      |   | Reading comprehension                   |                  | 0.77 | 0.44 | 0.76<br>(0.53–0.84) | 0.03<br>(0.00–0.25) | 0.21<br>(0.16–0.27) | 7.39 (USA) / 6.99 (Australian) | 167             | 152             | 2                               |                  | 1                            |
|          |                        |                      |   | Spelling                                |                  | 0.77 | 0.43 | 0.71<br>(0.47–0.82) | 0.07<br>(0.00–0.29) | 0.22<br>(0.18–0.29) | 7.39 (USA) / 6.99 (Australian) | 167             | 152             | 2                               |                  | 1                            |
|          |                        |                      |   | General reading - Letter/Word knowledge |                  | 0.89 | 0.47 | 0.85<br>(0.69–0.92) | 0.04<br>(0.00–0.19) | 0.11<br>(0.08–0.15) | 7.78–18.58 (mean age = 10.56)  | 257             | 183             |                                 |                  | 1                            |
|          |                        |                      |   | Phonological awareness                  |                  | 0.85 | 0.45 | 0.80<br>(0.62–0.88) | 0.05<br>(0.00–0.21) | 0.15<br>(0.11–0.20) | 7.78–18.58 (mean age = 10.56)  | 257             | 183             |                                 |                  | 1                            |
|          |                        |                      |   | Spelling                                |                  | 0.88 | 0.45 | 0.87<br>(0.75–0.94) | 0.01<br>(0.00–0.11) | 0.12<br>(0.06–0.20) | 7.78–18.58 (mean age = 10.56)  | 257             | 183             |                                 |                  | 1                            |
| 3        | Gayan and Olson, 2003  | USA                  | CLDRC   | Phonological awareness                  | All              | 0.91 | 0.50 | 0.83<br>(0.62–0.94) | 0.08<br>(0.00–0.27) | 0.09<br>(0.05–0.14) | 7.78–18.58 (mean age = 10.56)  | 257             | 183             |                                 |                  | 1                            |
|          |                        |                      |   | Spelling                                |                  | 0.88 | 0.45 | 0.87<br>(0.75–0.94) | 0.01<br>(0.00–0.11) | 0.12<br>(0.06–0.20) | 7.78–18.58 (mean age = 10.56)  | 257             | 183             |                                 |                  | 1                            |
|          |                        |                      |   | Phonological awareness                  |                  | 0.91 | 0.50 | 0.83<br>(0.62–0.94) | 0.08<br>(0.00–0.27) | 0.09<br>(0.05–0.14) | 7.78–18.58 (mean age = 10.56)  | 257             | 183             |                                 |                  | 1                            |
| 4        | Byrne et al., 2009     | USA                  | ILTS  | General reading - Letter/Word knowledge | All              | 0.81 | 0.46 | 0.82<br>(0.67–0.88) | 0.03<br>(0.00–0.19) | 0.14<br>(0.12–0.17) | 8.40 ± 0.32                    | 185             | 220             | 2                               |                  | 1                            |

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Table 1 (continued)

| Study_ID                                | AUTHOR                   | Country <sup>1</sup> | Cohort <sup>2</sup> | Reading-related neurocognitive skill    | Sex <sup>3</sup>    | rMZ  | rDZ   | A (h <sup>2</sup> )      | C (c <sup>2</sup> ) | E (e <sup>2</sup> ) | Age_correct             | MZ_Sample_Pairs | DZ_Sample_Pairs | School Grade Level <sup>4</sup> | Sex <sup>5</sup>        | Spoken Language <sup>6</sup> |
|---|--------------------------|----------------------|---------------------|---|---------------------|------|-------|--------------------------|---------------------|---------------------|-------------------------|-----------------|-----------------|---------------------------------|-------------------------|------------------------------|
| 5                                       | Christopher et al., 2016 | USA                  | CFR                 | Reading Comprehension                   |                     | 0.72 | 0.45  | 0.67<br>(0.50–0.78)      | 0.07<br>(0.00–0.23) | 0.26<br>(0.22–0.31) | 8.40 ± 0.32             | 185             | 220             | 2                               |                         | 1                            |
|   |                          |                      |                     | Spelling                                |                     | 0.79 | 0.41  | 0.76<br>(0.64–0.80)      | 0.00<br>(0.00–0.11) | 0.24<br>(0.20–0.28) | 8.40 ± 0.32             | 185             | 220             | 2                               |                         | 1                            |
|   |                          |                      |                     | Language                                |                     | 0.85 | 0.63  | 0.44<br>(0.31–0.59)      | 0.36<br>(0.22–0.49) | 0.19<br>(0.16–0.23) | 8.40 ± 0.32             | 185             | 220             | 2                               |                         | 1                            |
|   |                          |                      |                     | General reading - Letter/Word knowledge |                     | 0.79 | 0.32  |                          |                     |                     | 7.80 ± 0.29             | 86              | 49              | 2                               |                         | 1                            |
|   |                          |                      |                     | Reading Comprehension                   | All                 | 0.74 | 0.33  |                          |                     |                     | 7.80 ± 0.29             | 86              | 49              | 2                               |                         | 1                            |
|   |                          |                      |                     | Spelling                                |                     | 0.71 | 0.10  |                          |                     |                     | 7.80 ± 0.29             | 86              | 49              | 2                               |                         | 1                            |
|   |                          |                      |                     | Language                                |                     | 0.69 | 0.54  |                          |                     |                     | 7.80 ± 0.29             | 86              | 49              | 2                               |                         | 1                            |
|   |                          |                      |                     | General reading - Letter/Word knowledge |                     | 0.84 | 0.56  |                          |                     |                     | 8.60 ± 0.31             | 32              | 43              | 2                               |                         | 1                            |
|   |                          |                      |                     | Reading Comprehension                   | All                 | 0.76 | 0.46  |                          |                     |                     | 8.60 ± 0.31             | 32              | 43              | 2                               |                         | 1                            |
|   |                          |                      |                     | Spelling                                |                     | 0.68 | 0.24  |                          |                     |                     | 8.60 ± 0.31             | 32              | 43              | 2                               |                         | 1                            |
|   |                          |                      |                     | Language                                |                     | 0.84 | 0.47  |                          |                     |                     | 8.60 ± 0.31             | 32              | 43              | 2                               |                         | 1                            |
|   |                          |                      |                     | 6                                       | Erbeli et al., 2018 | USA  | FTP-R | Rapid Automatized Naming | All                 | 0.45                | 0.18                    | 0.45            | 0.00            | 0.56                            | 8–16 (mean age = 11.11) | 224                          |
| Rapid Automatized Naming                | All                      | 0.49                 | 0.21                |   |                     |      |       | 0.47                     | 0.00                | 0.53                | 8–16 (mean age = 11.11) | 224             | 452             |                                 |                         | 1                            |
| Reading comprehension                   | All                      | 0.99                 | 0.59                |   |                     |      |       | 0.82<br>(0.65–0.99)      | 0.18<br>(0.01–0.34) | 0.00<br>(0.00–0.04) | 8–16 (mean age = 11.11) | 224             | 452             |                                 |                         | 1                            |
| Phonological awareness                  |                          | 0.67                 | 0.42                |   |                     |      |       | 0.44<br>(0.19–0.70)      | 0.23<br>(0.08–0.44) | 0.33<br>(0.27–0.42) | 6.29<br>(kindergarten)  | 265             | 459             | 1                               |                         | 1                            |
| Phonological awareness                  |                          | 0.50                 | 0.34                |   |                     |      |       | 0.44<br>(0.15–0.67)      | 0.11<br>(0.00–0.32) | 0.45<br>(0.37–0.57) | 6.29<br>(kindergarten)  | 265             | 459             | 1                               |                         | 1                            |
| General reading - Phonological decoding | All                      | 0.59                 | 0.40                |   |                     |      |       | 0.47<br>(0.24–0.70)      | 0.15<br>(0.00–0.34) | 0.38<br>(0.31–0.46) | 7.38 (1 st grade)       | 265             | 459             | 2                               |                         | 1                            |
| 7                                       | Hensler et al., 2010     | USA                  | FTP-R               | General reading - Letter/Word knowledge |                     | 0.75 | 0.49  | 0.50<br>(0.37–0.73)      | 0.22<br>(0.15–0.33) | 0.28<br>(0.18–0.30) | 7.38 (1 st grade)       | 265             | 459             | 2                               |                         | 1                            |
|   |                          |                      |                     | Reading comprehension                   |                     | 0.74 | 0.57  | 0.46<br>(0.31–0.63)      | 0.31<br>(0.16–0.46) | 0.23<br>(0.19–0.27) | 13.47 (7th grade)       | 265             | 459             | 3                               |                         | 1                            |
|   |                          |                      |                     | Reading comprehension                   | All                 | 0.79 | 0.53  | 0.53                     | 0.25                | 0.21                | 7.17 ± 0.50             | 382             | 642             | 2                               |                         | 1                            |
| 8                                       | Logan et al., 2013       | USA                  | WRRP                | Rapid Automatized Naming                |                     | 0.74 | 0.55  | 0.38<br>(0.02–0.71)      | 0.36<br>(0.07–0.63) | 0.25<br>(0.14–0.40) | 6.1–12.17               | 371             | 213             |                                 |                         | 1                            |
|   |                          |                      |                     | General reading - Letter/Word knowledge | All                 | 0.99 | 0.91  | 0.18<br>(0.04–0.42)      | 0.82<br>(0.57–0.96) | 0.00<br>(0.00–0.02) | 6.1–12.17               | 371             | 213             |                                 |                         | 1                            |
|   |                          |                      |                     | General reading - Phonological decoding |                     | 0.97 | 0.75  | 0.45<br>(0.08–0.97)      | 0.52<br>(0.01–0.89) | 0.03<br>(0.00–0.18) | 6.1–12.17               | 371             | 213             |                                 |                         | 1                            |
|   |                          |                      |                     |   | 0.89                | 0.74 |       |                          |                     | 6.1–12.17           | 371                     | 213             |                 |                                 | 1                       |                              |

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Table 1 (continued)

| Study_ID              | AUTHOR                     | Country <sup>1</sup>          | Cohort <sup>2</sup> | Reading-related neurocognitive skill    | Sex <sup>3</sup>    | rMZ                 | rDZ         | A (h <sup>2</sup> ) | C (c <sup>2</sup> ) | E (e <sup>2</sup> ) | Age_correct  | MZ_Sample_Pairs | DZ_Sample_Pairs | School Grade Level <sup>4</sup> | Sex <sup>5</sup> | Spoken Language <sup>6</sup> |  |
|-----------------------|----------------------------|-------------------------------|---------------------|---|---------------------|---------------------|-------------|---------------------|---------------------|---------------------|--|-----------------|-----------------|---------------------------------|------------------|------------------------------|--|
| 9                     | Olson et al., 2011         | USA + Australia + Scandinavia | ILTS                | Reading comprehension                   |                     |                     |             | 0.31<br>(0.00–0.73) | 0.58<br>(0.22–0.94) | 0.06<br>(0.00–0.23) |  |                 |                 |                                 |                  |                              |  |
|                       |                            |                               |                     | Rapid Automatized Naming                | All                 | 0.97                | 0.85        | 0.25<br>(0.12–0.38) | 0.72<br>(0.58–0.84) | 0.04<br>(0.01–0.08) | 4.10 - 5.00  | 497             | 500             | 1                               |                  |                              |  |
|                       |                            |                               |                     | Phonological awareness                  |                     | 0.96                | 0.83        | 0.26<br>(0.16–0.36) | 0.70<br>(0.60–0.78) | 0.05<br>(0.03–0.08) | 4.10 - 5.00  | 497             | 500             | 1                               |                  |                              |  |
|                       |                            |                               |                     | Language                                |                     | 0.81                | 0.59        | 0.45<br>(0.34–0.58) | 0.36<br>(0.24–0.47) | 0.19<br>(0.16–0.22) | 7.11 - 8.90  | 406             | 424             | 2                               |                  |                              |  |
|                       |                            |                               |                     | General reading - Letter/Word knowledge | All                 | 0.86                | 0.46        | 0.81<br>(0.69–0.87) | 0.05<br>(0.00–0.17) | 0.14<br>(0.12–0.17) | 7.11 - 8.90  | 406             | 424             | 2                               |                  |                              |  |
|                       |                            |                               |                     | General reading - Letter/Word knowledge |                     | 0.85                | 0.46        | 0.78<br>(0.65–0.86) | 0.07<br>(0.00–0.19) | 0.15<br>(0.13–0.18) | 7.11 - 8.90  | 406             | 424             | 2                               |                  |                              |  |
|                       |                            |                               |                     | Reading Comprehension                   |                     | 0.72                | 0.42        | 0.61<br>(0.47–0.73) | 0.11<br>(0.01–0.24) | 0.27<br>(0.24–0.32) | 7.11 - 8.90  | 406             | 424             | 2                               |                  |                              |  |
|                       |                            |                               |                     | Language                                |                     | 0.98                | 0.76        | 0.44<br>(0.30–0.63) | 0.54<br>(0.36–0.68) | 0.02<br>(0.00–0.04) | 10.50 ± 3.9  | 176             | 213             | 2                               | 1                |                              |  |
|                       |                            |                               |                     | General reading - Letter/Word knowledge | All                 | 0.91                | 0.53        | 0.77<br>(0.57–0.92) | 0.14<br>(0.01–0.34) | 0.09<br>(0.06–0.13) | 10.50 ± 3.9  | 176             | 213             | 2                               | 1                |                              |  |
|                       |                            |                               |                     | General reading - Letter/Word knowledge |                     | 0.87                | 0.48        | 0.78<br>(0.58–0.90) | 0.09<br>(0.00–0.27) | 0.14<br>(0.09–0.19) | 10.50 ± 3.9  | 176             | 213             | 2                               | 1                |                              |  |
| Reading Comprehension |                            | 0.95                          | 0.52                | 0.86<br>(0.63–0.95)                     | 0.09<br>(0.01–0.31) | 0.04<br>(0.01–0.10) | 10.50 ± 3.9 | 176                 | 213                 | 2                   | 1  |                 |                 |                                 |                  |                              |  |
| 10                    | Hohnen and Stevenson, 1999 | UK                            | London area         | Language                                |                     | 0.80                | 0.80        | 0.43                | 0.35                | 0.23                | 5years 8 months-6years 1 month (mean age = 5years 10 months) | 32              | 82              | 1                               | 1                |                              |  |
|                       |                            |                               |                     | Phonological awareness                  | All                 | 0.87                | 0.59        | 0.52                | 0.35                | 0.14                | 5years 8 months-6years 1 month (mean age = 5years 10 months) | 32              | 82              | 1                               | 1                |                              |  |
|                       |                            |                               |                     | General language                        |                     | 0.90                | 0.59        | 0.60                | 0.39                | 0.11                | 6 years 10 months-7 years 4 months (mean age = 7 years)      | 34              | 32              | 2                               | 1                |                              |  |
|                       |                            |                               |                     | Phonological awareness                  |                     | 0.92                | 0.63        | 0.62                | 0.28                | 0.10                | 6 years 10 months-7 years 4 months (mean age = 7 years)      | 34              | 32              | 2                               | 1                |                              |  |
| 11                    | Petrill et al., 2007       | USA                           | WRRP                | Phonological awareness                  |                     | 0.76                | 0.44        | 0.59<br>(0.34–0.78) | 0.16<br>(0.02–0.40) | 0.25<br>(0.19–0.33) | 4.9–7.9 (mean age = 6.10)                                    | 119             | 164             |                                 | 1                |                              |  |
|                       |                            |                               |                     | Rapid automatized naming                | All                 | 0.58                | 0.33        | 0.42<br>(0.04–0.73) | 0.15<br>(0.0–0.46)  | 0.44<br>(0.33–0.62) | 4.9–7.9 (mean age = 6.10)                                    | 119             | 164             |                                 | 1                |                              |  |
|                       |                            |                               |                     | Language                                |                     | 0.75                | 0.61        |                     |                     |                     |  | 119             | 164             |                                 | 1                |                              |  |

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Table 1 (continued)

| Study_ID | AUTHOR                     | Country <sup>1</sup> | Cohort <sup>2</sup> | Reading-related neurocognitive skill    | Sex <sup>3</sup> | rMZ  | rDZ  | A (h <sup>2</sup> ) | C (c <sup>2</sup> ) | E (e <sup>2</sup> ) | Age_correct                                    | MZ_Sample_Pairs | DZ_Sample_Pairs | School Grade Level <sup>4</sup> | Sex <sup>5</sup> | Spoken Language <sup>6</sup> |
|----------|----------------------------|----------------------|---------------------|---|------------------|------|------|---------------------|---------------------|---------------------|--|-----------------|-----------------|---------------------------------|------------------|------------------------------|
|          |                            |                      |                     |   |                  |      |      | 0.38<br>(0.20–0.60) | 0.40<br>(0.19–0.62) | 0.22<br>(0.18–0.28) | 4.9–7.9 (mean age = 6.10)                      |                 |                 |                                 |                  |                              |
|          |                            |                      |                     | General reading - Letter/Word knowledge |                  | 0.74 | 0.55 | 0.35<br>(0.14–0.61) | 0.38<br>(0.15–0.61) | 0.27<br>(0.20–0.35) | 4.9–7.9 (mean age = 6.10)                      | 119             | 164             |                                 |                  | 1                            |
|          |                            |                      |                     | General reading - Letter/Word knowledge |                  | 0.87 | 0.61 | 0.55<br>(0.39–0.80) | 0.34<br>(0.11–0.59) | 0.11<br>(0.08–0.15) | 4.9–7.9 (mean age = 6.10)                      | 119             | 164             |                                 |                  | 1                            |
|          |                            |                      |                     | General reading - Phonological decoding |                  | 0.81 | 0.53 | 0.56<br>(0.33–0.81) | 0.26<br>(0.02–0.49) | 0.18<br>(0.14–0.25) | 4.9–7.9 (mean age = 6.10)                      | 119             | 164             |                                 |                  | 1                            |
|          |                            |                      |                     | Reading comprehension                   |                  | 0.70 | 0.45 | 0.50<br>(0.02–10.0) | 0.21<br>(0.00–0.68) | 0.29<br>(0.19–0.53) | 4.9–7.9 (mean age = 6.10)                      | 119             | 164             |                                 |                  | 1                            |
|          |                            |                      |                     | Phonological awareness                  |                  | 0.60 | 0.55 | 0.14<br>(0.04–0.39) | 0.47<br>(0.23–0.65) | 0.39<br>(0.31–0.48) | 6.0–8.8 (mean age = 7.20)                      | 88              | 123             | 2                               |                  | 1                            |
|          |                            |                      |                     | Rapid automatized naming                |                  | 0.61 | 0.38 | 0.43<br>(0.07–0.78) | 0.20<br>(0.00–0.51) | 0.37<br>(0.28–0.52) | 6.0–8.8 (mean age = 7.20)                      | 88              | 123             | 2                               |                  | 1                            |
|          |                            |                      |                     | Language                                |                  | 0.85 | 0.62 | 0.47<br>(0.30–0.70) | 0.40<br>(0.18–0.64) | 0.13<br>(0.11–0.19) | 6.0–8.8 (mean age = 7.20)                      | 88              | 123             | 2                               |                  | 1                            |
|          |                            |                      |                     | General reading - Letter/Word knowledge |                  | 0.76 | 0.63 | 0.27<br>(0.10–0.52) | 0.52<br>(0.30–0.79) | 0.21<br>(0.17–0.29) | 6.0–8.8 (mean age = 7.20)                      | 88              | 123             | 2                               |                  | 1                            |
|          |                            |                      |                     | General reading - Letter/Word knowledge |                  | 0.91 | 0.59 | 0.58<br>(0.41–0.81) | 0.33<br>(0.10–0.57) | 0.09<br>(0.07–0.12) | 6.0–8.8 (mean age = 7.20)                      | 88              | 123             | 2                               |                  | 1                            |
|          |                            |                      |                     | General reading - Phonological decoding |                  | 0.72 | 0.44 | 0.51<br>(0.22–0.84) | 0.21<br>(0.00–0.49) | 0.28<br>(0.21–0.38) | 6.0–8.8 (mean age = 7.20)                      | 88              | 123             | 2                               |                  | 1                            |
|          |                            |                      |                     | Reading comprehension                   |                  | 0.85 | 0.45 | 0.76<br>(0.53–10.0) | 0.11<br>(0.00–0.35) | 0.13<br>(0.10–0.19) | 6.0–8.8 (mean age = 7.20)                      | 88              | 123             | 2                               |                  | 1                            |
| 12       | Schenker and Petrill, 2015 | USA                  | WRRMP               | Reading Comprehension                   | All              | 0.75 | 0.28 | 0.73<br>(0.53–0.80) | 0.00<br>(0.00–0.17) | 0.27<br>(0.20–0.37) | From 1 st grade to 7th grade (mean age = 9.81) | 116             | 168             |                                 |                  | 1                            |
|          |                            |                      |                     | Phonological awareness                  | All              | 0.58 | 0.42 | 0.37<br>(0.22–0.51) | 0.22<br>(0.11–0.33) | 0.41<br>(0.35–0.46) | 5.53 ± 0.31 (kindergarten)                     | 948             | 1858            | 1                               |                  | 1                            |
|          |                            |                      |                     | Phonological awareness                  | M                | 0.58 | 0.48 |                     |                     |                     | 5.53 ± 0.31 (kindergarten)                     | 948             | 1858            | 1                               | 2                | 1                            |
|          |                            |                      |                     | Phonological awareness                  | F                | 0.56 | 0.38 |                     |                     |                     | 5.53 ± 0.31 (kindergarten)                     | 948             | 1858            | 1                               | 1                | 1                            |
|          |                            |                      |                     | Phonological awareness                  | All              | 0.56 | 0.38 | 0.39<br>(0.07–0.66) | 0.18<br>(0.00–0.42) | 0.43<br>(0.33–0.56) | 5.53 ± 0.31 (kindergarten)                     | 112             | 210             | 1                               |                  | 1                            |
|          |                            |                      |                     | Phonological awareness                  | All              | 0.58 | 0.39 | 0.43<br>(0.21–0.64) | 0.16<br>(0.00–0.33) | 0.41<br>(0.33–0.49) | 5.53 ± 0.31 (kindergarten)                     | 222             | 411             | 1                               |                  | 1                            |
|          |                            |                      |                     | Phonological awareness                  | All              | 0.60 | 0.49 | 0.24<br>(0.00–0.51) | 0.37<br>(0.14–0.57) | 0.39<br>(0.29–0.53) | 5.53 ± 0.31 (kindergarten)                     | 101             | 217             | 1                               |                  | 1                            |
|          |                            |                      |                     | Phonological awareness                  | All              | 0.68 | 0.53 | 0.35<br>(0.24–0.46) | 0.34<br>(0.25–0.43) | 0.31<br>(0.27–0.35) | 5.53 ± 0.31 (kindergarten)                     | 948             | 1858            | 1                               |                  | 1                            |
|          |                            |                      |                     | Phonological awareness                  | M                | 0.71 | 0.50 |                     |                     |                     | 5.53 ± 0.31 (kindergarten)                     | 948             | 1858            | 1                               | 2                | 1                            |
|          |                            |                      |                     | Phonological awareness                  | F                | 0.64 | 0.59 |                     |                     |                     | 5.53 ± 0.31 (kindergarten)                     | 948             | 1858            | 1                               | 1                | 1                            |

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Table 1 (continued)

| Study_ID | AUTHOR             | Country <sup>1</sup> | Cohort <sup>2</sup> | Reading-related neurocognitive skill    | Sex <sup>3</sup> | rMZ  | rDZ  | A (h <sup>2</sup> ) | C (c <sup>2</sup> ) | E (e <sup>2</sup> ) | Age_correct                   | MZ_Sample_Pairs | DZ_Sample_Pairs | School Grade Level <sup>4</sup> | Sex <sup>5</sup> | Spoken Language <sup>6</sup> |
|----------|--------------------|----------------------|---------------------|---|------------------|------|------|---------------------|---------------------|---------------------|-------------------------------|-----------------|-----------------|---------------------------------|------------------|------------------------------|
|          |                    |                      |                     | Phonological awareness                  | All              | 0.76 | 0.47 | 0.54<br>(0.31–0.78) | 0.21<br>(0.00–0.40) | 0.25<br>(0.19–0.33) | 5.53 ± 0.31<br>(kindergarten) | 113             | 214             | 1                               |                  | 1                            |
|          |                    |                      |                     | Phonological awareness                  | All              | 0.69 | 0.54 | 0.37<br>(0.21–0.53) | 0.34<br>(0.20–0.47) | 0.29<br>(0.23–0.35) | 5.53 ± 0.31<br>(kindergarten) | 228             | 420             | 1                               |                  | 1                            |
|          |                    |                      |                     | Phonological awareness                  | All              | 0.52 | 0.56 | 0.06<br>(0.00–0.33) | 0.51<br>(0.30–0.62) | 0.43<br>(0.33–0.53) | 5.53 ± 0.31<br>(kindergarten) | 106             | 221             | 1                               |                  | 1                            |
|          |                    |                      |                     | Phonological awareness                  | All              | 0.65 | 0.51 | 0.26<br>(0.13–0.38) | 0.38<br>(0.28–0.48) | 0.36<br>(0.32–0.41) | 5.53 ± 0.31<br>(kindergarten) | 948             | 1858            | 1                               |                  | 1                            |
|          |                    |                      |                     | Phonological awareness                  | M                | 0.62 | 0.67 |                     |                     |                     | 5.53 ± 0.31<br>(kindergarten) | 948             | 1858            | 1                               | 2                | 1                            |
|          |                    |                      |                     | Phonological awareness                  | F                | 0.67 | 0.61 |                     |                     |                     | 5.53 ± 0.31<br>(kindergarten) | 948             | 1858            | 1                               | 1                | 1                            |
|          |                    |                      |                     | Phonological awareness                  | All              | 0.72 | 0.45 | 0.40<br>(0.14–0.66) | 0.28<br>(0.04–0.48) | 0.32<br>(0.25–0.42) | 5.53 ± 0.31<br>(kindergarten) | 110             | 213             | 1                               |                  | 1                            |
|          |                    |                      |                     | Phonological awareness                  | All              | 0.54 | 0.55 | 0.25<br>(0.06–0.42) | 0.41<br>(0.27–0.55) | 0.34<br>(0.28–0.42) | 5.53 ± 0.31<br>(kindergarten) | 266             | 411             | 1                               |                  | 1                            |
|          |                    |                      |                     | Phonological awareness                  | All              | 0.52 | 0.52 | 0.01<br>(0.00–0.30) | 0.52<br>(0.29–0.60) | 0.47<br>(0.36–0.56) | 5.53 ± 0.31<br>(kindergarten) | 105             | 215             | 1                               |                  | 1                            |
|          |                    |                      |                     | Phonological awareness                  | All              | 0.28 | 0.39 |                     |                     |                     | 6.61 ± 0.43 (1<br>st grade)   | 886             | 1684            | 2                               |                  | 1                            |
|          |                    |                      |                     | Phonological awareness                  | M                | 0.62 | 0.42 |                     |                     |                     | 6.61 ± 0.43 (1<br>st grade)   | 886             | 1684            | 2                               | 2                | 1                            |
|          |                    |                      |                     | Phonological awareness                  | F                | 0.53 | 0.32 |                     |                     |                     | 6.61 ± 0.43 (1<br>st grade)   | 886             | 1684            | 2                               | 1                | 1                            |
|          |                    |                      |                     | Phonological awareness                  | All              | 0.69 | 0.39 |                     |                     |                     | 6.61 ± 0.43 (1<br>st grade)   | 95              | 203             | 2                               |                  | 1                            |
|          |                    |                      |                     | Phonological awareness                  | All              | 0.42 | 0.41 |                     |                     |                     | 6.61 ± 0.43 (1<br>st grade)   | 219             | 375             | 2                               |                  | 1                            |
|          |                    |                      |                     | Phonological awareness                  | All              | 0.66 | 0.39 |                     |                     |                     | 6.61 ± 0.43 (1<br>st grade)   | 102             | 196             | 2                               |                  | 1                            |
|          |                    |                      |                     | General reading - Letter/Word knowledge | All              | 0.82 | 0.56 | 0.62<br>(0.53–0.72) | 0.22<br>(0.12–0.30) | 0.16<br>(0.14–0.19) | 6.61 ± 0.43 (1<br>st grade)   | 886             | 1684            | 2                               |                  | 1                            |
|          |                    |                      |                     | General reading - Letter/Word knowledge | M                | 0.82 | 0.64 |                     |                     |                     | 6.61 ± 0.43 (1<br>st grade)   | 886             | 1684            | 2                               | 2                | 1                            |
|          |                    |                      |                     | General reading - Letter/Word knowledge | F                | 0.83 | 0.53 |                     |                     |                     | 6.61 ± 0.43 (1<br>st grade)   | 886             | 1684            | 2                               | 1                | 1                            |
|          |                    |                      |                     | General reading - Letter/Word knowledge | All              | 0.85 | 0.58 | 0.47<br>(0.28–0.67) | 0.36<br>(0.17–0.52) | 0.17<br>(0.13–0.24) | 6.61 ± 0.43 (1<br>st grade)   | 95              | 201             | 2                               |                  | 1                            |
|          |                    |                      |                     | General reading - Letter/Word knowledge | All              | 0.82 | 0.48 | 0.74<br>(0.59–0.86) | 0.10<br>(0.00–0.24) | 0.16<br>(0.13–0.19) | 6.61 ± 0.43 (1<br>st grade)   | 218             | 376             | 2                               |                  | 1                            |
|          |                    |                      |                     | General reading - Letter/Word knowledge | All              | 0.78 | 0.55 | 0.58<br>(0.38–0.79) | 0.24<br>(0.04–0.41) | 0.18<br>(0.13–0.25) | 6.61 ± 0.43 (1<br>st grade)   | 101             | 195             | 2                               |                  | 1                            |
| 14       | Tosto et al., 2017 | UK                   | TEDS                | General reading - Phonological decoding | All              | 0.85 | 0.48 | 0.73<br>(0.68–0.78) | 0.12<br>(0.07–0.17) | 0.15<br>(0.14–0.16) | 7.16 ± 0.26                   | 1731            | 3125            | 2                               |                  | 1                            |
|          |                    |                      |                     | Language                                |                  | 0.62 | 0.50 | 0.27<br>(0.19–0.35) | 0.37<br>(0.30–0.43) | 0.36<br>(0.34–0.39) | 7.16 ± 0.26                   | 1384            | 2483            | 2                               |                  | 1                            |

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Table 1 (continued)

| Study_ID                                | AUTHOR                | Country <sup>1</sup> | Cohort <sup>2</sup> | Reading-related neurocognitive skill    | Sex <sup>3</sup> | rMZ              | rDZ               | A (h <sup>2</sup> ) | C (c <sup>2</sup> ) | E (e <sup>2</sup> ) | Age_correct      | MZ_Sample_Pairs | DZ_Sample_Pairs | School Grade Level <sup>4</sup> | Sex <sup>5</sup> | Spoken Language <sup>6</sup> |   |
|---|-----------------------|----------------------|---------------------|---|------------------|------------------|-------------------|---------------------|---------------------|---------------------|------------------|-----------------|-----------------|---------------------------------|------------------|------------------------------|---|
| 15                                      | Zumberge et al., 2007 | USA                  | USC                 | General reading - Letter/Word knowledge |                  | 0.77             | 0.41              | 0.71 (0.51–0.76)    | 0.06 (0.00–0.16)    | 0.23 (0.02–0.25)    | 11.72 ± 0.65     | 1873            | 3281            | 3                               |                  | 1                            |   |
|   |                       |                      |                     | Reading comprehension Language          |                  | 0.62             | 0.40              | 0.44 (0.36–0.51)    | 0.18 (0.12–0.24)    | 0.38 (0.36–0.41)    | 11.72 ± 0.65     | 1858            | 3278            | 3                               |                  | 1                            |   |
|   |                       |                      |                     | General reading - Letter/Word knowledge |                  | 0.68             | 0.44              | 0.47 (0.40–0.54)    | 0.22 (0.15–0.28)    | 0.31 (0.29–0.34)    | 11.72 ± 0.65     | 1600            | 2747            | 3                               |                  | 1                            |   |
|   |                       |                      |                     | General reading - Letter/Word knowledge |                  | 0.67             | 0.36              | 0.64 (0.53–0.71)    | 0.04 (0.00–0.12)    | 0.32 (0.29–0.35)    | 16.48 ± 0.27     | 874             | 1481            | 4                               |                  | 1                            |   |
|   |                       |                      |                     | Reading comprehension Language          |                  | 0.50             | 0.23              | 0.51 (0.45–0.55)    | 0.00 (0.00–0.12)    | 0.49 (0.45–0.55)    | 16.48 ± 0.27     | 730             | 1202            | 4                               |                  | 1                            |   |
|   |                       |                      |                     | Reading comprehension Language          |                  | 0.62             | 0.36              | 0.55 (0.44–0.66)    | 0.09 (0.00–0.18)    | 0.36 (0.22–0.39)    | 16.48 ± 0.27     | 921             | 1570            | 4                               |                  | 1                            |   |
|   |                       |                      |                     | General reading - Letter/Word knowledge | M                | 0.80             | 0.50              | 0.70 (0.54–0.83)    | 0.11 (0.00–0.26)    | 0.19 (0.16–0.23)    | 9.60 ± 0.58      | 277             |                 | 328                             | 2                | 2                            | 1 |
|   |                       |                      |                     | General reading - Letter/Word knowledge | F                | 0.78             | 0.52              |                     |                     |                     | 9.60 ± 0.58      | 277             |                 | 328                             | 2                | 1                            | 1 |
|   |                       |                      |                     | General reading - Letter/Word knowledge | OS               |                  | 0.43              |                     |                     |                     | 9.60 ± 0.58      | 277             |                 | 328                             | 2                |                              | 1 |
|   |                       |                      |                     | Phonological awareness                  | M                | 0.46             | 0.37              | 0.52 (0.43–0.60)    | 0.00 (0.00–0.00)    | 0.48 (0.40–0.57)    | 9.60 ± 0.58      | 277             |                 | 328                             | 2                | 2                            | 1 |
|   |                       |                      |                     | Phonological awareness                  | F                | 0.54             | 0.33              |                     |                     |                     | 9.60 ± 0.58      | 277             |                 | 328                             | 2                | 1                            | 1 |
|   |                       |                      |                     | Phonological awareness                  | OS               |                  | 0.30              |                     |                     |                     | 9.60 ± 0.58      | 277             |                 | 328                             | 2                |                              | 1 |
|   |                       |                      |                     | General reading - Letter/Word knowledge | F                | 0.75             | 0.42              |                     |                     |                     | 8.60 (3rd grade) | 262             |                 | 181                             | 2                | 1                            | 1 |
|   |                       |                      |                     | General reading - Letter/Word knowledge | M                | 0.75             | 0.44              |                     |                     |                     | 8.60 (3rd grade) | 245             |                 | 170                             | 2                | 2                            | 1 |
| General reading - Letter/Word knowledge | OS                    |                      | 0.43                |   |                  |                  | 8.60 (3rd grade)  |                     |                     | 303                 | 2                |                 | 1               |                                 |                  |                              |   |
| General reading - Letter/Word knowledge | All                   | 0.75                 | 0.43                | 0.71 (0.58–0.79)                        | 0.05 (0.00–0.17) | 0.24 (0.21–0.27) | 8.60 (3rd grade)  | 507                 |                     | 646                 | 2                |                 | 1               |                                 |                  |                              |   |
| Spelling                                | F                     | 0.78                 | 0.45                |   |                  |                  | 8.60 (3rd grade)  | 262                 |                     | 180                 | 2                | 1               | 1               |                                 |                  |                              |   |
| Spelling                                | M                     | 0.76                 | 0.48                |   |                  |                  | 8.60 (3rd grade)  | 245                 |                     | 163                 | 2                | 2               | 1               |                                 |                  |                              |   |
| Spelling                                | OS                    |                      | 0.36                |   |                  |                  | 8.60 (3rd grade)  |                     |                     | 305                 | 2                |                 | 1               |                                 |                  |                              |   |
| Spelling                                | All                   | 0.77                 | 0.41                | 0.76 (0.64–0.81)                        | 0.01 (0.00–0.13) | 0.22 (0.19–0.26) | 8.60 (3rd grade)  | 507                 |                     | 648                 | 2                |                 | 1               |                                 |                  |                              |   |
| General reading - Letter/Word knowledge | F                     | 0.68                 | 0.54                | 0.25 (0.04–0.50)                        | 0.43 (0.20–0.61) | 0.32 (0.26–0.39) | 10.60 (5th grade) | 228                 |                     | 166                 | 2                | 1               | 1               |                                 |                  |                              |   |
|   | M                     | 0.68                 | 0.46                |   |                  |                  |                   | 221                 |                     | 170                 | 2                | 2               | 1               |                                 |                  |                              |   |

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Table 1 (continued)

| Study_ID | AUTHOR | Country <sup>1</sup> | Cohort <sup>2</sup> | Reading-related neurocognitive skill    | Sex <sup>3</sup> | rMZ  | rDZ  | A (h <sup>2</sup> ) | C (c <sup>2</sup> ) | E (e <sup>2</sup> ) | Age_correct       | MZ_Sample_Pairs | DZ_Sample_Pairs | School Grade Level <sup>4</sup> | Sex <sup>5</sup> | Spoken Language <sup>6</sup> |
|----------|--------|----------------------|---------------------|---|------------------|------|------|---------------------|---------------------|---------------------|-------------------|-----------------|-----------------|---------------------------------|------------------|------------------------------|
|          |        |                      |                     | General reading - Letter/Word knowledge |                  |      |      | 0.71<br>(0.60–0.77) | 0.02<br>(0.00–0.11) | 0.27<br>(0.22–0.33) | 10.60 (5th grade) |                 |                 |                                 |                  |                              |
|          |        |                      |                     | General reading - Letter/Word knowledge | OS               |      | 0.30 |                     |                     |                     | 10.60 (5th grade) |                 | 230             | 2                               |                  | 1                            |
|          |        |                      |                     | General reading - Letter/Word knowledge | All              | 0.68 | 0.41 |                     |                     |                     | 10.60 (5th grade) | 411             | 547             | 2                               |                  | 1                            |
|          |        |                      |                     | Spelling                                | F                | 0.78 | 0.40 |                     |                     |                     | 10.60 (5th grade) | 230             | 166             | 2                               | 1                | 1                            |
|          |        |                      |                     | Spelling                                | M                | 0.76 | 0.51 |                     |                     |                     | 10.60 (5th grade) | 222             | 172             | 2                               | 2                | 1                            |
|          |        |                      |                     | Spelling                                | OS               |      | 0.41 |                     |                     |                     | 10.60 (5th grade) |                 | 281             | 2                               |                  | 1                            |
|          |        |                      |                     | Spelling                                | All              | 0.77 | 0.44 | 0.77<br>(0.65–0.83) | 0.03<br>(0.00–0.15) | 0.20<br>(0.17–0.23) | 10.60 (5th grade) | 452             | 619             | 2                               |                  | 1                            |
|          |        |                      |                     | General reading - Letter/Word knowledge | F                | 0.70 | 0.52 |                     |                     |                     | 12.50 (7th grade) | 210             | 164             | 3                               | 1                | 1                            |
|          |        |                      |                     | General reading - Letter/Word knowledge | M                | 0.72 | 0.48 |                     |                     |                     | 12.50 (7th grade) | 201             | 153             | 3                               | 2                | 1                            |
|          |        |                      |                     | General reading - Letter/Word knowledge | OS               |      | 0.38 |                     |                     |                     | 12.50 (7th grade) |                 | 230             | 3                               |                  | 1                            |
|          |        |                      |                     | General reading - Letter/Word knowledge | All              | 0.71 | 0.45 | 0.58<br>(0.44–0.73) | 0.14<br>(0.00–0.26) | 0.28<br>(0.24–0.32) | 12.50 (7th grade) | 411             | 547             | 3                               |                  | 1                            |
|          |        |                      |                     | Spelling                                | F                | 0.78 | 0.44 |                     |                     |                     | 12.50 (7th grade) | 213             | 163             | 3                               | 1                | 1                            |
|          |        |                      |                     | Spelling                                | M                | 0.74 | 0.31 |                     |                     |                     | 12.50 (7th grade) | 197             | 155             | 3                               | 2                | 1                            |
|          |        |                      |                     | Spelling                                | OS               |      | 0.36 |                     |                     |                     | 12.50 (7th grade) |                 | 223             | 3                               |                  | 1                            |
|          |        |                      |                     | Spelling                                | All              | 0.76 | 0.36 | 0.78<br>(0.68–0.81) | 0.00<br>(0.00–0.00) | 0.22<br>(0.19–0.26) | 12.50 (7th grade) | 410             | 541             | 3                               |                  | 1                            |
|          |        |                      |                     | General reading - Letter/Word knowledge | F                | 0.72 | 0.46 | 0.61<br>(0.46–0.77) | 0.13<br>(0.00–0.27) | 0.26<br>(0.22–0.31) | 14.50 (9th grade) | 195             | 123             | 4                               | 1                | 1                            |
|          |        |                      |                     | General reading - Letter/Word knowledge | M                | 0.73 | 0.46 |                     |                     |                     | 14.50 (9th grade) | 169             | 120             | 4                               | 2                | 1                            |
|          |        |                      |                     | General reading - Letter/Word knowledge | OS               |      | 0.43 |                     |                     |                     | 14.50 (9th grade) |                 | 168             | 4                               |                  | 1                            |
|          |        |                      |                     | General reading - Letter/Word knowledge | All              | 0.72 | 0.44 |                     |                     |                     | 14.50 (9th grade) | 364             | 441             | 4                               |                  | 1                            |
|          |        |                      |                     | Spelling                                | F                | 0.80 | 0.39 | 0.68<br>(0.48–0.81) | 0.12<br>(0.00–0.31) | 0.20<br>(0.16–0.25) | 14.50 (9th grade) | 196             | 125             | 4                               | 1                | 1                            |
|          |        |                      |                     | Spelling                                | M                | 0.73 | 0.29 | 0.68<br>(0.49–0.78) | 0.06<br>(0.00–0.23) | 0.26<br>(0.21–0.33) | 14.50 (9th grade) | 166             | 121             | 4                               | 2                | 1                            |

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Table 1 (continued)

| Study_ID                                | AUTHOR               | Country <sup>1</sup> | Cohort <sup>2</sup> | Reading-related neurocognitive skill    | Sex <sup>3</sup>         | rMZ  | rDZ  | A (h <sup>2</sup> )   | C (c <sup>2</sup> ) | E (e <sup>2</sup> ) | Age_correct | MZ_Sample_Pairs  | DZ_Sample_Pairs  | School Grade Level <sup>4</sup> | Sex <sup>5</sup> | Spoken Language <sup>6</sup> |   |   |   |   |
|---|----------------------|----------------------|---------------------|---|--------------------------|------|------|-----------------------|---------------------|---------------------|-------------|------------------|------------------|---------------------------------|------------------|------------------------------|---|---|---|---|
| 17                                      | Soden et al., 2015   | USA                  | WRRMP               | Spelling                                | OS                       |      | 0.24 |                       |                     |                     |             |                  |                  | 14.50 (9th grade)               |                  | 166                          | 4 | 1 |   |   |
|   |                      |                      |                     | Spelling                                | All                      | 0.77 | 0.30 |                       |                     |                     |             |                  |                  | 14.50 (9th grade)               | 362              | 412                          | 4 |   | 1 |   |
|   |                      |                      |                     | Reading Comprehension                   |                          | 0.80 | 0.52 | 0.57 (0.37–0.76)      | 0.24 (0.07–0.41)    | 0.19 (0.14–0.25)    | Grade 1     | 178              | 270              | 2                               |                  | 1                            |   |   |   |   |
|   |                      |                      |                     | Reading Comprehension                   |                          | 0.72 | 0.46 | 0.52 (0.31–0.71)      | 0.18 (0.0–0.40)     | 0.30 (0.24–0.38)    | Grade 2     | 168              | 238              | 2                               |                  | 1                            |   |   |   |   |
|   |                      |                      |                     | Reading Comprehension                   |                          | 0.80 | 0.35 | 0.75 (0.60–0.82)      | 0.02 (0.0–0.16)     | 0.22 (0.170.0.29)   | Grade 3     | 171              | 228              | 2                               |                  | 1                            |   |   |   |   |
|   |                      |                      |                     | Reading Comprehension                   |                          | 0.75 | 0.33 | 0.73 (0.55–0.80)      | 0.02 (0.0–0.20)     | 0.26 (0.20–0.33)    | Grade 4     | 152              | 215              | 2                               |                  | 1                            |   |   |   |   |
|   |                      |                      |                     | Reading Comprehension                   | All                      | 0.75 | 0.27 | 0.77 (0.520.0.83)     | 0.0 (0.0–0.23)      | 0.22 (0.17–0.30)    | Grade 5     | 153              | 225              | 2                               |                  | 1                            |   |   |   |   |
|   |                      |                      |                     | Reading Comprehension                   |                          | 0.74 | 0.35 | 0.74 (0.46–0.81)      | 0.01 (0.0–0.28)     | 0.26 (0.19–0.34)    | Grade 6     | 93               | 150              | 3                               |                  | 1                            |   |   |   |   |
|   |                      |                      |                     | Reading Comprehension                   |                          | 0.78 | 0.47 | 0.68 (0.520.0.82)     | 0.12 (0.0–0.26)     | 0.20 (0.17–0.24)    | Grade 1     | 440              | 518              | 2                               |                  | 1                            |   |   |   |   |
|   |                      |                      |                     | Reading Comprehension                   |                          | 0.69 | 0.46 | 0.58 (0.41–0.73)      | 0.14 (0.01–0.29)    | 0.28 (0.24–0.33)    | Grade 2     | 442              | 522              | 2                               |                  | 1                            |   |   |   |   |
|   |                      |                      |                     | Reading Comprehension                   |                          | 0.71 | 0.39 | 0.70 (0.50–0.76)      | 0.02 (0.0–0.20)     | 0.28 (0.23–0.33)    | Grade 4     | 418              | 510              | 2                               |                  | 1                            |   |   |   |   |
|   |                      |                      |                     | Rapid naming                            |                          | 0.76 | 0.47 | 0.58 (0.30–0.83)      | 0.18 (0.00–0.41)    | 0.24 (0.16–0.33)    | Preschool   | 224              | 265              | 1                               |                  | 1                            |   |   |   |   |
|   |                      |                      |                     | Phonological awareness                  |                          | 0.99 | 0.65 | 0.71 (0.50–0.97)      | 0.29 (0.03–0.50)    | 0.00 (0.00–0.03)    | Preschool   | 224              | 265              | 1                               |                  | 1                            |   |   |   |   |
|   |                      |                      |                     | Language                                |                          | 0.98 | 0.87 | 0.22 (0.05–0.40)      | 0.76 (0.60–0.91)    | 0.02 (0.00–0.12)    | Preschool   | 224              | 265              | 1                               |                  | 1                            |   |   |   |   |
|   |                      |                      |                     | General reading - Letter/Word knowledge |                          | 0.85 | 0.46 | 0.78 (0.61–0.88)      | 0.07 (0.00–0.24)    | 0.14 (0.12–0.18)    | Grade 1     |                  |                  |                                 |                  | 2                            |   | 1 |   |   |
|   |                      |                      |                     | 18                                      | Christopher et al., 2015 | USA  | ILTS | Reading Comprehension | All                 | 0.80                | 0.46        | 0.69 (0.51–0.83) | 0.11 (0.00–0.28) | 0.20 (0.16–0.25)                | Grade 1          |                              |   | 2 |   | 1 |
|   |                      |                      |                     |   |                          |      |      | Spelling              |                     | 0.76                | 0.43        | 0.67 (0.48–0.80) | 0.09 (0.00–0.27) | 0.24 (0.19–0.29)                | Grade 1          |                              |   | 2 |   | 1 |
| General reading - Letter/Word knowledge |                      | 0.73                 | 0.44                |   |                          |      |      | 0.59 (0.40–0.78)      | 0.14 (0.00–0.32)    | 0.26 (0.21–0.33)    | Grade 4     | 213              | 256              | 2                               |                  | 1                            |   |   |   |   |
| Reading Comprehension                   |                      | 0.72                 | 0.36                |   |                          |      |      | 0.72 (0.51–0.78)      | 0.00 (0.00–0.19)    | 0.28 (0.23–0.34)    | Grade 4     | 213              | 256              | 2                               |                  | 1                            |   |   |   |   |
| Spelling                                |                      | 0.83                 | 0.70                |   |                          |      |      | 0.80 (0.63–0.87)      | 0.03 (0.00–0.21)    | 0.16 (0.13–0.20)    | Grade 4     | 213              | 256              | 2                               |                  | 1                            |   |   |   |   |
| General reading - Letter/Word knowledge | M                    | 0.85                 | 0.50                |   |                          |      |      | 0.68 (0.50–0.86)      | 0.21 (0.03–0.39)    |                     | 7.07 ± 0.22 | 173              | 132              | 2                               | 2                | 1                            |   |   |   |   |
| General reading - Letter/Word knowledge | F                    | 0.85                 | 0.50                |   |                          |      |      | 0.50 (0.32–0.68)      | 0.37 (0.19–0.55)    |                     | 7.07 ± 0.22 | 135              | 114              | 2                               | 1                | 1                            |   |   |   |   |
| 19                                      | Harlaar et al., 2005 | UK                   | TEDS                | General reading - Letter/Word knowledge | OS                       |      | 0.44 |                       |                     |                     |             |                  |                  | 7.07 ± 0.22                     | 228              | 2                            | 1 |   |   |   |
|   |                      |                      |                     | Reading Comprehension                   | All                      | 0.67 | 0.47 | 0.39 (0.30–0.48)      | 0.28 (0.20–0.35)    | 0.33 (0.30–0.36)    | 9 - 10      | 2502             | 4425             | 2                               |                  | 1                            |   |   |   |   |

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Table 1 (continued)

| Study_ID | AUTHOR                   | Country <sup>1</sup> | Cohort <sup>2</sup> | Reading-related neurocognitive skill    | Sex <sup>3</sup> | rMZ  | rDZ  | A (h <sup>2</sup> ) | C (c <sup>2</sup> ) | E (e <sup>2</sup> ) | Age_correct                                    | MZ_Sample_Pairs | DZ_Sample_Pairs | School Grade Level <sup>4</sup> | Sex <sup>5</sup> | Spoken Language <sup>6</sup> |
|----------|--------------------------|----------------------|---------------------|---|------------------|------|------|---------------------|---------------------|---------------------|--|-----------------|-----------------|---------------------------------|------------------|------------------------------|
| 21       | Swagerman et al., 2017   | Netherlands          | NTR                 | Reading Comprehension                   | All              | 0.35 | 0.15 | 0.34<br>(0.30–0.37) |                     | 0.66<br>(0.63–0.70) | 12   | 2502            | 4425            | 3                               |                  | 1                            |
|          |                          |                      |                     | General reading - Letter/Word knowledge | All              | 0.62 | 0.26 |                     |                     |                     | 9 - 21 (mean age = 12.62)                      | 47              | 70              |                                 |                  | 2                            |
| 22       | Plourde et al., 2015     | Quebec               | QNTS                | General Reading - Phonological Decoding | All              | 0.52 | 0.32 | 0.48<br>(0.18–0.78) | 0.07<br>(0.21–0.36) | 0.45<br>(0.36–0.54) | 5–8 (mean age = 8.11)                          | 218             | 298             |                                 |                  | 2                            |
|          |                          |                      |                     | Reading comprehension                   |                  | 0.72 | 0.32 | 0.68<br>(0.44–0.92) | 0.03<br>(0.18–0.25) | 0.29<br>(0.20–0.37) | 5–8 (mean age = 8.11)                          | 221             | 303             |                                 |                  | 2                            |
|          |                          |                      |                     | General reading - Letter/Word knowledge |                  | 0.90 | 0.61 | 0.53<br>(0.35–0.68) | 0.38<br>(0.19–0.57) | 0.09<br>(0.08–0.10) | 3.6–11 (mean age MZ = 6.10; mean age DZ = 6.8) | 207             | 72              |                                 |                  | 2                            |
|          |                          |                      |                     | Language                                |                  | 0.86 | 0.80 | 0.13<br>(0.02–0.22) | 0.74<br>(0.59–0.87) | 0.13<br>(0.11–0.15) | 3.6–11 (mean age MZ = 6.10; mean age DZ = 6.8) | 207             | 72              |                                 |                  | 2                            |
|          |                          |                      |                     | Phonological awareness                  |                  | 0.67 | 0.40 | 0.57<br>(0.28–0.83) | 0.11<br>(0.14–0.38) | 0.32<br>(0.27–0.36) | 3.6–11 (mean age MZ = 6.10; mean age DZ = 6.8) | 207             | 72              |                                 |                  | 2                            |
|          |                          |                      |                     | Phonological awareness                  |                  | 0.62 | 0.50 | 0.36<br>(0.12–0.60) | 0.29<br>(0.05–0.50) | 0.35<br>(0.30–0.40) | 3.6–11 (mean age MZ = 6.10; mean age DZ = 6.8) | 207             | 72              |                                 |                  | 2                            |
| 23       | Wong et al., 2014        | China - Hong Kong    | CTSRD               | Spelling                                | All              | 0.26 | 0.16 | 0.27<br>(0.07–0.59) | 0.01<br>(0.27–0.30) | 0.72<br>(0.64–0.83) | 3.6–11 (mean age MZ = 6.10; mean age DZ = 6.8) | 207             | 72              |                                 |                  | 2                            |
|          |                          |                      |                     | General reading - Letter/Word knowledge | All              | 0.89 | 0.52 | 0.76<br>(0.53–0.96) | 0.14<br>(0.07–0.37) | 0.10<br>(0.08–0.11) | 3.6–11 (mean age MZ = 6.10; mean age DZ = 6.8) | 207             | 72              |                                 |                  | 2                            |
|          |                          |                      |                     | Language                                |                  | 0.66 | 0.63 | 0.11<br>(0.08–0.30) | 0.56<br>(0.36–0.75) | 0.33<br>(0.28–0.37) | 3.6–11 (mean age MZ = 6.10; mean age DZ = 6.8) | 207             | 72              |                                 |                  | 2                            |
|          |                          |                      |                     | Phonological awareness                  |                  | 0.60 | 0.61 | 0.10<br>(0.11–0.30) | 0.52<br>(0.32–0.72) | 0.38<br>(0.32–0.43) | 3.6–11 (mean age MZ = 6.10; mean age DZ = 6.8) | 207             | 72              |                                 |                  | 2                            |
|          |                          |                      |                     | Phonological awareness                  |                  | 0.74 | 0.43 | 0.72<br>(0.45–0.96) | 0.04<br>(0.02–0.28) | 0.24<br>(0.21–0.28) | 3.6–11 (mean age MZ = 6.10; mean age DZ = 6.8) | 207             | 72              |                                 |                  | 2                            |
|          |                          |                      |                     | Spelling                                |                  | 0.33 | 0.04 | 0.31<br>(0.20–0.41) | 0.00<br>(0.00–0.00) | 0.69<br>(0.59–0.78) | 3.6–11 (mean age MZ = 6.10; mean age DZ = 6.8) | 207             | 72              |                                 |                  | 2                            |
| 24       | van Leeuwen et al., 2009 | Netherlands          | NTR                 |   | All              | 0.84 | 0.40 | 0.83<br>(0.74–0.89) |                     |                     | 9.1 ± 0.1                                      | 106             | 82              | 2                               |                  | 2                            |

(continued on next page)

Table 1 (continued)

| Study_ID                                | AUTHOR                     | Country <sup>1</sup> | Cohort <sup>2</sup>            | Reading-related neurocognitive skill    | Sex <sup>3</sup> | rMZ              | rDZ              | A (h <sup>2</sup> ) | C (c <sup>2</sup> ) | E (e <sup>2</sup> ) | Age_correct           | MZ_Sample_Pairs | DZ_Sample_Pairs | School Grade Level <sup>4</sup> | Sex <sup>5</sup> | Spoken Language <sup>6</sup> |   |
|---|----------------------------|----------------------|--------------------------------|---|------------------|------------------|------------------|---------------------|---------------------|---------------------|-----------------------|-----------------|-----------------|---------------------------------|------------------|------------------------------|---|
| 25                                      | Wing-Yin Chow et al., 2011 | Hong Kong            | Hong Kong                      | General reading - Letter/Word knowledge | All              | 0.90             | 0.54             | 0.73 (0.54–0.92)    | 0.18 (0.02–0.38)    | 0.9 (0.08–0.11)     | 3–11 (mean age = 9.1) | 228             | 84              |                                 |                  | 2                            |   |
|   |                            |                      |                                | General reading - Letter/Word knowledge |                  |                  |                  |                     |                     |                     |                       |                 |                 |                                 |                  |                              |   |
|   |                            |                      |                                | Language                                |                  |                  |                  |                     |                     |                     |                       |                 |                 |                                 |                  |                              |   |
|   |                            |                      |                                | Phonological awareness                  |                  |                  |                  |                     |                     |                     |                       |                 |                 |                                 |                  |                              |   |
|   |                            |                      |                                | Phonological awareness                  |                  |                  |                  |                     |                     |                     |                       |                 |                 |                                 |                  |                              |   |
|   |                            |                      |                                | Rapid Automatized Naming                |                  |                  |                  |                     |                     |                     |                       |                 |                 |                                 |                  |                              |   |
|   |                            |                      |                                | Spelling                                |                  |                  |                  |                     |                     |                     |                       |                 |                 |                                 |                  |                              |   |
|   |                            |                      |                                | General reading - Phonological decoding |                  |                  |                  |                     |                     |                     |                       |                 |                 |                                 |                  |                              |   |
|   |                            |                      |                                | General reading - Letter/Word knowledge |                  |                  |                  |                     |                     |                     |                       |                 |                 |                                 |                  |                              |   |
|   |                            |                      |                                | General reading - Phonological decoding |                  |                  |                  |                     |                     |                     |                       |                 |                 |                                 |                  |                              |   |
|   |                            |                      |                                | Spelling                                |                  |                  |                  |                     |                     |                     |                       |                 |                 |                                 |                  |                              |   |
|   |                            |                      |                                | Spelling                                |                  |                  |                  |                     |                     |                     |                       |                 |                 |                                 |                  |                              |   |
|   |                            |                      |                                | Spelling                                |                  |                  |                  |                     |                     |                     |                       |                 |                 |                                 |                  |                              |   |
|   |                            |                      |                                | Spelling                                |                  |                  |                  |                     |                     |                     |                       |                 |                 |                                 |                  |                              |   |
| 26                                      | Bates et al., 2004         | Brisbane area        | Brisbane adolescent twin study | General reading - Phonological decoding | F                | 0.72 (0.57–0.85) | 0.52 (0.34–0.68) | 0.23                | 0.33                | 0.27                | 18.50 ± 2.7           | 54              | 83              |                                 |                  | 2                            | 1 |
|   |                            |                      |                                | General reading - Letter/Word knowledge |                  |                  |                  |                     |                     |                     |                       |                 |                 |                                 |                  |                              |   |
|   |                            |                      |                                | General reading - Phonological decoding |                  |                  |                  |                     |                     |                     |                       |                 |                 |                                 |                  |                              |   |
|   |                            |                      |                                | Spelling                                |                  |                  |                  |                     |                     |                     |                       |                 |                 |                                 |                  |                              |   |
|   |                            |                      |                                | Spelling                                |                  |                  |                  |                     |                     |                     |                       |                 |                 |                                 |                  |                              |   |
|   |                            |                      |                                | Spelling                                |                  |                  |                  |                     |                     |                     |                       |                 |                 |                                 |                  |                              |   |
|   |                            |                      |                                | Spelling                                |                  |                  |                  |                     |                     |                     |                       |                 |                 |                                 |                  |                              |   |
|   |                            |                      |                                | General reading - Phonological decoding |                  |                  |                  |                     |                     |                     |                       |                 |                 |                                 |                  |                              |   |
|   |                            |                      |                                | General reading - Letter/Word knowledge |                  |                  |                  |                     |                     |                     |                       |                 |                 |                                 |                  |                              |   |
|   |                            |                      |                                | General reading - Phonological decoding |                  |                  |                  |                     |                     |                     |                       |                 |                 |                                 |                  |                              |   |
|   |                            |                      |                                | Spelling                                |                  |                  |                  |                     |                     |                     |                       |                 |                 |                                 |                  |                              |   |
|   |                            |                      |                                | Spelling                                |                  |                  |                  |                     |                     |                     |                       |                 |                 |                                 |                  |                              |   |
|   |                            |                      |                                | Spelling                                |                  |                  |                  |                     |                     |                     |                       |                 |                 |                                 |                  |                              |   |
|   |                            |                      |                                | Spelling                                |                  |                  |                  |                     |                     |                     |                       |                 |                 |                                 |                  |                              |   |
| General reading - Phonological decoding |                            |                      |                                |   |                  |                  |                  |                     |                     |                     |                       |                 |                 |                                 |                  |                              |   |
| General reading - Letter/Word knowledge |                            |                      |                                |   |                  |                  |                  |                     |                     |                     |                       |                 |                 |                                 |                  |                              |   |
| 26                                      | Bates et al., 2004         | Brisbane area        | Brisbane adolescent twin study | General reading - Phonological decoding | M                | 0.69 (0.55–0.82) | 0.42 (0.25–0.57) | 0.57                | 0.15                | 0.28                | 18.50 ± 2.7           | 54              | 86              |                                 |                  | 2                            | 1 |
|   |                            |                      |                                | General reading - Letter/Word knowledge |                  |                  |                  |                     |                     |                     |                       |                 |                 |                                 |                  |                              |   |
|   |                            |                      |                                | General reading - Phonological decoding |                  |                  |                  |                     |                     |                     |                       |                 |                 |                                 |                  |                              |   |
|   |                            |                      |                                | Spelling                                |                  |                  |                  |                     |                     |                     |                       |                 |                 |                                 |                  |                              |   |
|   |                            |                      |                                | Spelling                                |                  |                  |                  |                     |                     |                     |                       |                 |                 |                                 |                  |                              |   |
|   |                            |                      |                                | Spelling                                |                  |                  |                  |                     |                     |                     |                       |                 |                 |                                 |                  |                              |   |
|   |                            |                      |                                | Spelling                                |                  |                  |                  |                     |                     |                     |                       |                 |                 |                                 |                  |                              |   |
|   |                            |                      |                                | General reading - Phonological decoding |                  |                  |                  |                     |                     |                     |                       |                 |                 |                                 |                  |                              |   |
|   |                            |                      |                                | General reading - Letter/Word knowledge |                  |                  |                  |                     |                     |                     |                       |                 |                 |                                 |                  |                              |   |
|   |                            |                      |                                | General reading - Phonological decoding |                  |                  |                  |                     |                     |                     |                       |                 |                 |                                 |                  |                              |   |
|   |                            |                      |                                | Spelling                                |                  |                  |                  |                     |                     |                     |                       |                 |                 |                                 |                  |                              |   |
|   |                            |                      |                                | Spelling                                |                  |                  |                  |                     |                     |                     |                       |                 |                 |                                 |                  |                              |   |
|   |                            |                      |                                | Spelling                                |                  |                  |                  |                     |                     |                     |                       |                 |                 |                                 |                  |                              |   |
|   |                            |                      |                                | Spelling                                |                  |                  |                  |                     |                     |                     |                       |                 |                 |                                 |                  |                              |   |
| General reading - Phonological decoding |                            |                      |                                |   |                  |                  |                  |                     |                     |                     |                       |                 |                 |                                 |                  |                              |   |
| General reading - Letter/Word knowledge |                            |                      |                                |   |                  |                  |                  |                     |                     |                     |                       |                 |                 |                                 |                  |                              |   |
| 26                                      | Bates et al., 2004         | Brisbane area        | Brisbane adolescent twin study | General reading - Phonological decoding | OS               | 0.48 (0.28–0.64) | 0.38 (0.20–0.54) | 0.19                | 0.31                | 0.48                | 18.50 ± 2.7           | 54              | 86              |                                 |                  | 2                            | 1 |
|   |                            |                      |                                | General reading - Letter/Word knowledge |                  |                  |                  |                     |                     |                     |                       |                 |                 |                                 |                  |                              |   |
|   |                            |                      |                                | General reading - Phonological decoding |                  |                  |                  |                     |                     |                     |                       |                 |                 |                                 |                  |                              |   |
|   |                            |                      |                                | Spelling                                |                  |                  |                  |                     |                     |                     |                       |                 |                 |                                 |                  |                              |   |
|   |                            |                      |                                | Spelling                                |                  |                  |                  |                     |                     |                     |                       |                 |                 |                                 |                  |                              |   |
|   |                            |                      |                                | Spelling                                |                  |                  |                  |                     |                     |                     |                       |                 |                 |                                 |                  |                              |   |
|   |                            |                      |                                | Spelling                                |                  |                  |                  |                     |                     |                     |                       |                 |                 |                                 |                  |                              |   |
|   |                            |                      |                                | General reading - Phonological decoding |                  |                  |                  |                     |                     |                     |                       |                 |                 |                                 |                  |                              |   |
|   |                            |                      |                                | General reading - Letter/Word knowledge |                  |                  |                  |                     |                     |                     |                       |                 |                 |                                 |                  |                              |   |
|   |                            |                      |                                | General reading - Phonological decoding |                  |                  |                  |                     |                     |                     |                       |                 |                 |                                 |                  |                              |   |
|   |                            |                      |                                | Spelling                                |                  |                  |                  |                     |                     |                     |                       |                 |                 |                                 |                  |                              |   |
|   |                            |                      |                                | Spelling                                |                  |                  |                  |                     |                     |                     |                       |                 |                 |                                 |                  |                              |   |
|   |                            |                      |                                | Spelling                                |                  |                  |                  |                     |                     |                     |                       |                 |                 |                                 |                  |                              |   |
|   |                            |                      |                                | Spelling                                |                  |                  |                  |                     |                     |                     |                       |                 |                 |                                 |                  |                              |   |
| General reading - Phonological decoding |                            |                      |                                |   |                  |                  |                  |                     |                     |                     |                       |                 |                 |                                 |                  |                              |   |
| General reading - Letter/Word knowledge |                            |                      |                                |   |                  |                  |                  |                     |                     |                     |                       |                 |                 |                                 |                  |                              |   |

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Table 1 (continued)

| Study_ID | AUTHOR                 | Country <sup>1</sup> | Cohort <sup>2</sup> | Reading-related neurocognitive skill    | Sex <sup>3</sup> | rMZ  | rDZ                 | A (h <sup>2</sup> ) | C (c <sup>2</sup> ) | E (e <sup>2</sup> ) | Age_correct                     | MZ_Sample_Pairs | DZ_Sample_Pairs | School Grade Level <sup>4</sup> | Sex <sup>5</sup> | Spoken Language <sup>6</sup> |   |   |
|----------|------------------------|----------------------|---------------------|---|------------------|------|---------------------|---------------------|---------------------|---------------------|---------------------------------|-----------------|-----------------|---------------------------------|------------------|------------------------------|---|---|
| 27       | Betjemann et al., 2008 | USA                  | CLDRC               | General reading - Phonological decoding |                  |      | 0.38<br>(0.24–0.51) |                     |                     |                     | 18.50 ± 2.7                     |                 | 173             |                                 |                  | 1                            |   |   |
|          |                        |                      |                     | Spelling                                |                  |      | 0.42<br>(0.29–0.54) |                     |                     |                     | 18.50 ± 2.7                     |                 | 173             |                                 |                  |                              | 1 |   |
|          |                        |                      |                     | Spelling                                |                  |      | 0.36<br>(0.24–0.48) |                     |                     |                     | 18.50 ± 2.7                     |                 | 173             |                                 |                  |                              | 1 |   |
|          |                        |                      |                     | Spelling                                |                  |      | 0.28<br>(0.14–0.42) |                     |                     |                     | 18.50 ± 2.7                     |                 | 171             |                                 |                  |                              | 1 |   |
|          |                        |                      |                     | General reading - Letter/Word knowledge | All              | 0.77 | 0.39                | 0.76<br>(0.58–0.84) | 0.01<br>(0.00–0.17) | 0.23<br>(0.16–0.34) | 8.0–15.9<br>(mean age = 10.3)   | 59              |                 | 57                              |                  |                              |   | 1 |
|          |                        |                      |                     | Reading comprehension                   | All              | 0.71 | 0.38                | 0.67<br>(0.45–0.79) | 0.04<br>(0.00–0.23) | 0.29<br>(0.20–0.42) | 8.0–15.9<br>(mean age = 10.3)   | 59              |                 | 57                              |                  |                              |   | 1 |
|          |                        |                      |                     | General reading - Letter/Word knowledge | All              | 0.69 | 0.35                | 0.68<br>(0.47–0.78) | 0.01<br>(0.00–0.17) | 0.32<br>(0.22–0.45) | 12.9–23.9<br>(mean age = 15.80) | 59              |                 | 57                              |                  |                              |   | 1 |
|          |                        |                      |                     | Reading comprehension                   | All              | 0.61 | 0.31                | 0.60<br>(0.42–0.72) | 0.01<br>(0.00–0.12) | 0.39<br>(0.28–0.55) | 12.9–23.9<br>(mean age = 15.80) | 59              |                 | 57                              |                  |                              |   | 1 |
|          |                        |                      |                     | General reading - Letter/Word knowledge | All              | 0.59 | 0.31                |                     |                     |                     | 7.9 - 20.4<br>(mean age = 11.9) | 324             |                 | 263                             |                  |                              |   | 1 |
|          |                        |                      |                     | Reading comprehension                   | All              | 0.46 | 0.31                | 0.76                | 0.09                | 0.15                | 7.9 - 20.4<br>(mean age = 11.9) | 324             |                 | 263                             |                  |                              |   | 1 |
| 28       | Davis et al., 2001     | USA                  | CLDRC               | Spelling                                | All              | 0.62 | 0.28                |                     |                     |                     | 7.9 - 20.4<br>(mean age = 11.9) | 324             | 263             |                                 |                  | 1                            |   |   |
|          |                        |                      |                     | Rapid Automatized Naming                | All              | 0.49 | 0.18                |                     |                     |                     | 7.9 - 20.4<br>(mean age = 11.9) | 324             | 263             |                                 |                  |                              | 1 |   |
|          |                        |                      |                     | Rapid Automatized Naming                | All              | 0.54 | 0.12                |                     |                     |                     | 7.9 - 20.4<br>(mean age = 11.9) | 324             | 263             |                                 |                  |                              | 1 |   |
|          |                        |                      |                     | Rapid Automatized Naming                | All              | 0.50 | 0.26                | 0.62                | 0.03                | 0.35                | 7.9 - 20.4<br>(mean age = 11.9) | 324             | 263             |                                 |                  |                              | 1 |   |
|          |                        |                      |                     | Rapid Automatized Naming                | All              | 0.50 | 0.21                |                     |                     |                     | 7.9 - 20.4<br>(mean age = 11.9) | 324             | 263             |                                 |                  |                              | 1 |   |
|          |                        |                      |                     | Reading comprehension                   | All              | 0.79 | 0.47                | 0.67<br>(0.62–0.72) | 0.11<br>(0.07–0.16) | 0.22<br>(0.21–0.23) | 7                               | 1237            |                 | 2179                            |                  | 2                            |   | 1 |
| 29       | Harlaar et al., 2007   | UK                   | TEDS                | Reading comprehension                   | M                | 0.77 | 0.46                | 0.67<br>(0.62–0.72) | 0.11<br>(0.07–0.16) | 0.22<br>(0.21–0.23) | 7                               | 576             | 556             |                                 | 2                | 2                            | 1 |   |
|          |                        |                      |                     | Reading comprehension                   | F                | 0.78 | 0.47                | 0.67<br>(0.62–0.72) | 0.11<br>(0.07–0.16) | 0.22<br>(0.21–0.23) | 7                               | 661             | 568             |                                 | 2                | 1                            | 1 |   |
|          |                        |                      |                     | Reading comprehension                   | OS               |      | 0.41                | 0.67<br>(0.62–0.72) | 0.11<br>(0.07–0.16) | 0.22<br>(0.21–0.23) | 7                               |                 | 1323            |                                 | 2                |                              | 1 |   |
|          |                        |                      |                     | Reading comprehension                   | All              | 0.75 | 0.43                | 0.65<br>(0.57–0.73) | 0.10<br>(0.03–0.18) | 0.25<br>(0.23–0.27) | 9                               | 899             | 1579            |                                 | 2                |                              | 1 |   |
|          |                        |                      |                     | Reading comprehension                   | M                | 0.73 | 0.43                |                     |                     |                     | 9                               | 411             | 375             |                                 | 2                | 2                            | 1 |   |

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Table 1 (continued)

| Study_ID | AUTHOR | Country <sup>1</sup> | Cohort <sup>2</sup> | Reading-related neurocognitive skill    | Sex <sup>3</sup> | rMZ                 | rDZ                 | A (h <sup>2</sup> ) | C (c <sup>2</sup> ) | E (e <sup>2</sup> ) | Age_correct                    | MZ_Sample_Pairs | DZ_Sample_Pairs | School Grade Level <sup>4</sup> | Sex <sup>5</sup> | Spoken Language <sup>6</sup> |
|----------|--------|----------------------|---------------------|---|------------------|---------------------|---------------------|---------------------|---------------------|---------------------|--------------------------------|-----------------|-----------------|---------------------------------|------------------|------------------------------|
|          |        |                      |                     | Reading comprehension                   |                  |                     |                     | 0.65<br>(0.57–0.73) | 0.10<br>(0.03–0.18) | 0.25<br>(0.23–0.27) |                                |                 |                 |                                 |                  |                              |
|          |        |                      |                     | Reading comprehension                   | F                | 0.77                | 0.41                | 0.65<br>(0.57–0.73) | 0.10<br>(0.03–0.18) | 0.25<br>(0.23–0.27) | 9                              | 488             | 429             | 2                               | 1                | 1                            |
|          |        |                      |                     | Reading comprehension                   | OS               |                     | 0.43                | 0.65<br>(0.57–0.73) | 0.10<br>(0.03–0.18) | 0.25<br>(0.23–0.27) | 9                              |                 | 1323            | 2                               |                  | 1                            |
|          |        |                      |                     | Reading comprehension                   | All              | 0.75                | 0.48                | 0.57<br>(0.49–0.65) | 0.17<br>(0.11–0.24) | 0.26<br>(0.23–0.28) | 10                             | 921             | 1651            | 2                               |                  | 1                            |
|          |        |                      |                     | Reading comprehension                   | M                | 0.73                | 0.53                | 0.57<br>(0.49–0.65) | 0.17<br>(0.11–0.24) | 0.26<br>(0.23–0.28) | 10                             | 406             | 394             | 2                               | 2                | 1                            |
|          |        |                      |                     | Reading comprehension                   | F                | 0.74                | 0.45                | 0.57<br>(0.49–0.65) | 0.17<br>(0.11–0.24) | 0.26<br>(0.23–0.28) | 10                             | 515             | 437             | 2                               | 1                | 1                            |
|          |        |                      |                     | Reading comprehension                   | OS               |                     | 0.41                | 0.57<br>(0.49–0.65) | 0.17<br>(0.11–0.24) | 0.26<br>(0.23–0.28) | 10                             |                 | 1323            | 2                               |                  | 1                            |
|          |        |                      |                     | General reading - Phonological decoding |                  | 0.82<br>(0.74–0.88) | 0.43<br>(0.28–0.57) | 0.73<br>(0.55–0.84) | 0.11<br>(0.00–0.28) | 0.16<br>(0.12–0.21) | 9.86 ± 0.89                    | 88              | 130             | 2                               |                  | 1                            |
|          |        |                      |                     | General reading - Phonological decoding |                  | 0.79<br>(0.70–0.86) | 0.43<br>(0.27–0.56) | 0.71<br>(0.47–0.84) | 0.10<br>(0.00–0.30) | 0.19<br>(0.15–0.26) | 9.86 ± 0.89                    | 84              | 127             | 2                               |                  | 1                            |
|          |        |                      |                     | General reading - Letter/Word knowledge |                  | 0.82<br>(0.74–0.88) | 0.43<br>(0.28–0.57) | 0.81<br>(0.55–0.88) | 0.03<br>(0.00–0.27) | 0.17<br>(0.12–0.23) | 9.86 ± 0.89                    | 88              | 129             | 2                               |                  | 1                            |
|          |        |                      |                     | General reading - Letter/Word knowledge | All              | 0.73<br>(0.61–0.82) | 0.32<br>(0.16–0.47) | 0.78<br>(0.61–0.84) | 0.00<br>(0.00–0.14) | 0.22<br>(0.16–0.31) | 9.86 ± 0.89                    | 88              | 130             | 2                               |                  | 1                            |
|          |        |                      |                     | Language                                |                  | 0.80<br>(0.72–0.87) | 0.61<br>(0.49–0.71) | 0.49<br>(0.29–0.71) | 0.35<br>(0.14–0.52) | 0.16<br>(0.12–0.22) | 9.86 ± 0.89                    | 88              | 131             | 2                               |                  | 1                            |
|          |        |                      |                     | Language                                |                  | 0.56<br>(0.39–0.69) | 0.49<br>(0.34–0.61) | 0.24<br>(0.07–0.51) | 0.34<br>(0.12–0.51) | 0.42<br>(0.32–0.52) | 9.86 ± 0.89                    | 87              | 127             | 2                               |                  | 1                            |
|          |        |                      |                     | Reading Comprehension                   |                  | 0.73<br>(0.61–0.82) | 0.25<br>(0.07–0.42) | 0.75<br>(0.57–0.83) | 0.00<br>(0.00–0.00) | 0.25<br>(0.17–0.36) | 9.86 ± 0.89                    | 81              | 121             | 2                               |                  | 1                            |
|          |        |                      |                     | Reading Comprehension                   |                  | 0.60<br>(0.44–0.72) | 0.23<br>(0.06–0.38) | 0.58<br>(0.30–0.69) | 0.00<br>(0.00–0.00) | 0.42<br>(0.31–0.56) | 9.86 ± 0.89                    | 87              | 129             | 2                               |                  | 1                            |
|          |        |                      |                     | Reading Comprehension                   | All              | 0.83                | 0.53                | 0.67<br>(0.52–0.83) | 0.17<br>(0.02–0.18) | 0.15<br>(0.12–0.18) | 8.18 ± 1.33                    | 189             | 388             | 2                               |                  | 1                            |
|          |        |                      |                     | General reading - Letter/Word knowledge | M                | 0.79                | 0.44                | 0.72                | 0.10                | 0.18                | 11.19 ± 2.54                   | 292             | 179             |                                 | 2                | 1                            |
|          |        |                      |                     | General reading - Letter/Word knowledge | F                | 0.81                | 0.52                | 0.59                | 0.22                | 0.19                | 11.19 ± 2.54                   | 380             | 184             |                                 | 1                | 1                            |
|          |        |                      |                     | General reading - Letter/Word knowledge | OS               |                     | 0.39                |                     |                     |                     | 11.19 ± 2.54                   |                 | 284             |                                 |                  | 1                            |
|          |        |                      |                     | General reading - Letter/Word knowledge |                  | 0.82                | 0.57                |                     |                     |                     | 8.5 - 10.8<br>(mean age = 9.6) | 13              | 22              | 2                               |                  | 1                            |
|          |        |                      |                     | Reading comprehension                   | All              | 0.55                | 0.44                |                     |                     |                     | 8.5 - 10.8<br>(mean age = 9.6) | 13              | 22              | 2                               |                  | 1                            |
|          |        |                      |                     | Spelling                                |                  | 0.81                | 0.24                |                     |                     |                     |                                | 13              | 22              | 2                               |                  | 1                            |

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Table 1 (continued)

| Study_ID | AUTHOR                   | Country <sup>1</sup>          | Cohort <sup>2</sup>  | Reading-related neurocognitive skill    | Sex <sup>3</sup> | rMZ  | rDZ  | A (h <sup>2</sup> ) | C (c <sup>2</sup> ) | E (e <sup>2</sup> ) | Age_correct                     | MZ_Sample_Pairs | DZ_Sample_Pairs | School Grade Level <sup>4</sup> | Sex <sup>5</sup> | Spoken Language <sup>6</sup> |
|----------|--------------------------|-------------------------------|--|---|------------------|------|------|---------------------|---------------------|---------------------|---------------------------------|-----------------|-----------------|---------------------------------|------------------|------------------------------|
|          |                          |                               |  |   |                  |      |      |                     |                     |                     | 8.5 - 10.8<br>(mean age = 9.6)  |                 |                 |                                 |                  |                              |
| 34       | Stevenson et al., 1987   | UK                            | London sample  | General reading - Letter/Word knowledge | All              | 0.62 | 0.53 | 0.18                | 0.44                | 0.31                | 13                              | 194             | 356             | 3                               |                  | 1                            |
|          |                          |                               |  | Reading comprehension                   | All              | 0.71 | 0.49 | 0.44                | 0.27                | 0.15                | 13                              | 194             | 356             | 3                               |                  | 1                            |
|          |                          |                               |  | General reading - Letter/Word knowledge |                  | 0.61 | 0.51 | 0.19                | 0.42                | 0.34                | 13                              | 190             | 354             | 3                               |                  | 1                            |
|          |                          |                               |  | Spelling                                |                  | 0.76 | 0.50 | 0.53                | 0.23                | 0.30                | 13                              | 192             | 353             | 3                               |                  | 1                            |
|          |                          |                               |  | Phonological Awareness                  |                  | 0.80 | 0.39 | 0.79<br>(0.60–0.85) | 0.00<br>(0.00–0.17) | 0.21<br>(0.15–0.29) | 8–18 (mean age = 12)            | 81              | 189             |                                 |                  | 1                            |
|          |                          |                               |  | Rapid Automatized Naming                |                  | 0.73 | 0.25 | 0.70<br>(0.54–0.79) | 0.00<br>(0.00–0.11) | 0.30<br>(0.21–0.42) | 8–18 (mean age = 12)            | 81              | 189             |                                 |                  | 1                            |
| 35       | Olson et al., 2013       | USA                           | CLDRC  | Language                                | All              | 0.89 | 0.64 | 0.51<br>(0.35–0.69) | 0.38<br>(0.20–0.53) | 0.11<br>(0.08–0.16) | 8–18 (mean age = 12)            | 81              | 189             |                                 |                  | 1                            |
|          |                          |                               |  | General reading - Letter/Word knowledge |                  | 0.91 | 0.50 | 0.81<br>(0.62–0.93) | 0.09<br>(0.00–0.28) | 0.10<br>(0.07–0.14) | 8–18 (mean age = 12)            | 81              | 189             |                                 |                  | 1                            |
|          |                          |                               |  | Spelling                                |                  | 0.91 | 0.48 | 0.87<br>(0.67–0.93) | 0.03<br>(0.00–0.23) | 0.09<br>(0.07–0.13) | 8–18 (mean age = 12)            | 81              | 189             |                                 |                  | 1                            |
|          |                          |                               |  | Reading Comprehension                   |                  | 0.88 | 0.49 | 0.83<br>(0.63–0.92) | 0.05<br>(0.00–0.25) | 0.12<br>(0.08–0.16) | 8–18 (mean age = 12)            | 81              | 189             |                                 |                  | 1                            |
|          |                          |                               |  | RAN                                     |                  | 0.76 | 0.62 | 0.23<br>(0.12–0.34) | 0.52<br>(0.42–0.61) | 0.25<br>(0.22–0.29) | Grade 1                         | 520             | 522             | 2                               |                  | 1                            |
|          |                          |                               |  | Language                                |                  | 0.58 | 0.51 | 0.16<br>(0.01–0.31) | 0.42<br>(0.29–0.54) | 0.42<br>(0.37–0.47) | Grade 1                         | 520             | 522             | 2                               |                  | 1                            |
| 36       | Byrne et al., 2013       | USA + Australia + Scandinavia | CTR & ATR & Medical Birth Registries in Norway and Sweden. | Language                                | All              | 0.82 | 0.59 | 0.45<br>(0.34–0.57) | 0.37<br>(0.25–0.57) | 0.19<br>(0.16–0.22) | Grade 2                         | 443             | 437             | 2                               |                  | 1                            |
|          |                          |                               |  | General reading - Letter/Word knowledge | All              | 0.76 | 0.68 | 0.18<br>(0.09–0.28) | 0.58<br>(0.49–0.66) | 0.23<br>(0.20–0.27) | Grade 1                         | 520             | 522             | 2                               |                  | 1                            |
|          |                          |                               |  | General reading - Phonological decoding |                  | 0.81 | 0.43 | 0.83<br>(0.70–0.85) | 0.00<br>(0.00–0.13) | 0.17<br>(0.15–0.20) | Grade 2                         | 443             | 437             | 2                               |                  | 1                            |
|          |                          |                               |  | General reading - Phonological decoding |                  | 0.80 | 0.43 | 0.81<br>(0.67–0.85) | 0.01<br>(0.00–0.14) | 0.18<br>(0.15–0.21) | Grade 2                         | 443             | 437             | 2                               |                  | 1                            |
|          |                          |                               |  | RAN                                     |                  | 0.71 | 0.33 | 0.72<br>(0.42–0.88) | 0.00<br>(0.00–0.27) | 0.29<br>(0.22–0.39) | 4.33–8.25<br>(mean age = 6.09)  | 128             | 175             |                                 |                  | 1                            |
| 37       | Hart et al., 2009a,2009b | USA                           | WRRP   | RAN                                     | All              | 0.56 | 0.43 | 0.79<br>(0.52–0.96) | 0.00<br>(0.00–0.00) | 0.22<br>(0.17–0.31) | 6.00–8.83<br>(mean age = 7.16)  | 128             | 175             | 2                               |                  | 1                            |
|          |                          |                               |  | RAN                                     |                  | 0.68 | 0.27 | 0.65<br>(0.49–0.83) | 0.00<br>(0.00–0.00) | 0.32<br>(0.24–0.44) | 6.92–10.00<br>(mean age = 8.32) | 128             | 175             | 2                               |                  | 1                            |
|          |                          |                               |  | RAN                                     |                  | 0.54 | 0.42 | 0.42<br>(0.00–0.82) | 0.17<br>(0.00–0.55) | 0.39<br>(0.28–0.59) | 8.01–12.13<br>(mean age = 9.89) | 128             | 175             |                                 |                  | 1                            |

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Table 1 (continued)

| Study_ID | AUTHOR                | Country <sup>1</sup> | Cohort <sup>2</sup>                       | Reading-related neurocognitive skill    | Sex <sup>3</sup> | rMZ                 | rDZ                 | A (h <sup>2</sup> ) | C (c <sup>2</sup> ) | E (e <sup>2</sup> ) | Age_correct                     | MZ_Sample_Pairs | DZ_Sample_Pairs | School Grade Level <sup>4</sup> | Sex <sup>5</sup> | Spoken Language <sup>6</sup> |
|----------|-----------------------|----------------------|---|---|------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------------------|-----------------|-----------------|---------------------------------|------------------|------------------------------|
| 38       | Hart et al., 2013b    | USA                  | FTP-R                                     | General Reading                         |                  | 0.82                | 0.50                | 0.45<br>(0.11–0.87) | 0.28<br>(0.00–0.65) | 0.19<br>(0.13–0.30) | 4.33–8.25<br>(mean age = 6.09)  | 128             | 175             |                                 |                  | 1                            |
|          |                       |                      |   | General Reading                         |                  | 0.86                | 0.44                | 0.76<br>(0.52–0.98) | 0.07<br>(0.00–0.33) | 0.15<br>(0.11–0.20) | 6.00–8.83<br>(mean age = 7.16)  | 128             | 175             | 2                               |                  | 1                            |
|          |                       |                      |   | General Reading                         |                  | 0.77                | 0.40                | 0.81<br>(0.56–1.00) | 0.00<br>(0.00–0.00) | 0.17<br>(0.12–0.24) | 6.92–10.00<br>(mean age = 8.32) | 128             | 175             | 2                               |                  | 1                            |
|          |                       |                      |   | General Reading                         |                  | 0.85                | 0.29                | 0.94<br>(0.72–1.20) | 0.00<br>(0.00–0.00) | 0.12<br>(0.08–0.18) | 8.01–12.13<br>(mean age = 9.89) | 128             | 175             |                                 |                  | 1                            |
|          |                       |                      |   | General Reading                         | SS               | 0.82                | 0.47                | 0.85<br>(0.75–0.94) | 0.01<br>(0.00–0.12) | 0.14<br>(0.13–0.16) | Grade 1                         | 486             | 468             | 2                               |                  | 1                            |
|          |                       |                      |   | General Reading                         | OS               |                     | 0.45                | 0.85<br>(0.75–0.94) | 0.01<br>(0.00–0.12) | 0.14<br>(0.13–0.16) | Grade 1                         |                 | 442             | 2                               |                  | 1                            |
|          |                       |                      |   | General Reading                         | SS               | 0.85                | 0.59                | 0.63<br>(0.54–0.73) | 0.22<br>(0.12–0.32) | 0.15<br>(0.13–0.17) | Grade 2                         | 447             | 417             | 2                               |                  | 1                            |
|          |                       |                      |   | General Reading                         | OS               |                     | 0.48                | 0.63<br>(0.54–0.73) | 0.22<br>(0.12–0.32) | 0.15<br>(0.13–0.17) | Grade 2                         |                 | 406             | 2                               |                  | 1                            |
|          |                       |                      |   | General Reading                         | SS               | 0.85                | 0.60                | 0.56<br>(0.45–0.67) | 0.28<br>(0.16–0.40) | 0.16<br>(0.13–0.18) | Grade 3                         | 303             | 295             | 2                               |                  | 1                            |
|          |                       |                      |   | General Reading                         | OS               |                     | 0.51                | 0.56<br>(0.45–0.67) | 0.28<br>(0.16–0.40) | 0.16<br>(0.13–0.18) | Grade 3                         |                 | 298             | 2                               |                  | 1                            |
|          |                       |                      |   | General Reading                         | SS               | 0.82                | 0.52                | 0.65<br>(0.42–0.89) | 0.16<br>(0.00–0.39) | 0.19<br>(0.14–0.25) | Grade 4                         | 108             | 83              | 2                               |                  | 1                            |
|          |                       |                      |   | General Reading                         | OS               |                     | 0.45                | 0.65<br>(0.42–0.89) | 0.16<br>(0.00–0.39) | 0.19<br>(0.14–0.25) | Grade 4                         |                 | 96              | 2                               |                  | 1                            |
|          |                       |                      |   | General Reading                         | SS               | 0.73                | 0.30                | 0.71<br>(0.35–1.01) | 0.09<br>(0.00–0.42) | 0.20<br>(0.14–0.33) | Grade 5                         | 48              | 42              | 2                               |                  | 1                            |
|          |                       |                      |   | General Reading                         | OS               |                     | 0.48                | 0.71<br>(0.35–1.01) | 0.09<br>(0.00–0.42) | 0.20<br>(0.14–0.33) | Grade 5                         |                 | 44              | 2                               |                  | 1                            |
| 39       | Harlaar et al., 2012  | UK                   | TEDS                                      | General reading - Letter/Word knowledge | All              | 0.72<br>(0.70–0.74) | 0.41<br>(0.38–0.44) | 0.64<br>(0.59–0.70) | 0.08<br>(0.03–0.13) | 0.28<br>(0.26–0.30) | 11–12 (mean age = 11.87)        | 1702            | 2978            | 3                               |                  | 1                            |
|          |                       |                      |   | Reading Comprehension                   | All              | 0.46<br>(0.42–0.50) | 0.30<br>(0.27–0.33) | 0.34<br>(0.27–0.42) | 0.13<br>(0.04–0.19) | 0.53<br>(0.50–0.56) | 11–12 (mean age = 11.87)        | 1715            | 3057            | 3                               |                  | 1                            |
|          |                       |                      |   | Reading Comprehension                   | All              | 0.56<br>(0.52–0.59) | 0.37<br>(0.33–0.40) | 0.37<br>(0.30–0.44) | 0.18<br>(0.13–0.24) | 0.45<br>(0.42–0.47) | 11–12 (mean age = 11.87)        | 1748            | 3117            | 3                               |                  | 1                            |
|          |                       |                      |   | General Reading                         | All              | 0.93                | 0.795               | 0.27                | 0.66                | 0.07                | 6 - 12 (mean age = 9.80)        | 146             | 132             |                                 |                  | 1                            |
| 40       | Thompson et al., 1991 | USA                  | WRTP                                      | Language                                | All              | 0.84                | 0.745               | 0.19                | 0.65                | 0.16                | 6 - 12 (mean age = 9.80)        | 146             | 132             |                                 |                  | 1                            |
|          |                       |                      |   | General reading - Letter/Word knowledge | All              | 0.52                | 0.295               | 0.45                | 0.07                | 0.48                | 7.8 - 20.6 (mean age = 12.6)    | 86              | 60              |                                 |                  | 1                            |
| 41       | Books et al., 1990    | USA                  | Colorado Twin Study of Reading Disability | Reading Comprehension                   | All              | 0.46                | 0.325               | 0.27                | 0.19                | 0.36                | 7.8 - 20.6 (mean age = 12.6)    | 86              | 60              |                                 |                  | 1                            |
|          |                       |                      |   | Spelling                                | All              | 1.00                | 0.45                | 0.48                | 0.53                | 0.43                |                                 | 86              | 60              |                                 |                  | 1                            |

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Table 1 (continued)

| Study_ID | AUTHOR                   | Country <sup>1</sup>       | Cohort <sup>2</sup> | Reading-related neurocognitive skill    | Sex <sup>3</sup> | rMZ                           | rDZ              | A (h <sup>2</sup> ) | C (c <sup>2</sup> ) | E (e <sup>2</sup> ) | Age_correct                  | MZ_Sample_Pairs | DZ_Sample_Pairs | School Grade Level <sup>4</sup> | Sex <sup>5</sup> | Spoken Language <sup>6</sup> |   |      |       |                   |                  |                  |                               |     |     |   |   |
|----------|--------------------------|----------------------------|---------------------|---|------------------|-------------------------------|------------------|---------------------|---------------------|---------------------|------------------------------|-----------------|-----------------|---------------------------------|------------------|------------------------------|---|------|-------|-------------------|------------------|------------------|-------------------------------|-----|-----|---|---|
| 42       | Christopher et al., 2013 | USA + Australia + Scandina | ILTS                | General reading - Letter/Word knowledge | All              | 0.9                           | 0.56             | 0.68 (0.54–0.85)    | 0.22 (0.05–0.36)    | 0.10 (0.08–0.12)    | 7.8 - 20.6 (mean age = 12.6) | 225             | 262             | 2                               | 1                | 1                            |   |      |       |                   |                  |                  |                               |     |     |   |   |
|          |                          |                            |                     |   |                  |                               |                  |                     |                     |                     |                              |                 |                 |                                 |                  |                              | General reading - Letter/Word knowledge | 0.86 | 0.44  | 0.84 (0.66–0.89)  | 0.02 (0.00–0.20) | 0.14 (0.11–0.17) | 6.58–8.67 (mean age = 7.42)   | 225 | 262 | 2 | 1 |
|          |                          |                            |                     |   |                  |                               |                  |                     |                     |                     |                              |                 |                 |                                 |                  |                              | General reading - Letter/Word knowledge | 0.81 | 0.445 | 0.73 (0.56, 0.84) | 0.08 (0.00–0.24) | 0.19 (0.15–0.23) | 7.67–9.50 (mean age = 8.45)   | 225 | 262 | 2 | 1 |
|          |                          |                            |                     |   |                  |                               |                  |                     |                     |                     |                              |                 |                 |                                 |                  |                              | General reading - Letter/Word knowledge | 0.72 | 0.435 | 0.57 (0.36–0.76)  | 0.15 (0.00–0.32) | 0.29 (0.23–0.36) | 9.67–11.67 (mean age = 10.45) | 210 | 254 | 2 | 1 |
|          |                          |                            |                     |   |                  |                               |                  |                     |                     |                     |                              |                 |                 |                                 |                  |                              | General reading - Phonological decoding | 0.75 | 0.435 | 0.63 (0.43–0.79)  | 0.12 (0.00–0.30) | 0.25 (0.21–0.31) | 5.50–7.08 (mean age = 6.27)   | 225 | 262 |   | 1 |
|          |                          |                            |                     |   |                  |                               |                  |                     |                     |                     |                              |                 |                 |                                 |                  |                              | General reading - Phonological decoding | 0.82 | 0.41  | 0.82 (0.70–0.85)  | 0.00 (0.00–0.11) | 0.18 (0.15–0.22) | 6.58–8.67 (mean age = 7.42)   | 225 | 262 | 2 | 1 |
|          |                          |                            |                     |   |                  |                               |                  |                     |                     |                     |                              |                 |                 |                                 |                  |                              | General reading - Phonological decoding | 0.79 | 0.415 | 0.75 (0.56–0.83)  | 0.04 (0.00–0.22) | 0.21 (0.17–0.26) | 7.67–9.50 (mean age = 8.45)   | 225 | 262 | 2 | 1 |
|          |                          |                            |                     |   |                  |                               |                  |                     |                     |                     |                              |                 |                 |                                 |                  |                              | General reading - Phonological decoding | 0.77 | 0.4   | 0.74 (0.55–0.82)  | 0.03 (0.00–0.22) | 0.22 (0.18–0.28) | 9.67–11.67 (mean age = 10.45) | 210 | 254 | 2 | 1 |
|          |                          |                            |                     |   |                  |                               |                  |                     |                     |                     |                              |                 |                 |                                 |                  |                              | Reading Comprehension                   | 0.81 | 0.455 | 0.71 (0.53–0.83)  | 0.10 (0.00–0.26) | 0.20 (0.16–0.25) | 6.58–8.67 (mean age = 7.42)   | 225 | 262 | 2 | 1 |
|          |                          |                            |                     |   |                  |                               |                  |                     |                     |                     |                              |                 |                 |                                 |                  |                              | Reading Comprehension                   | 0.73 | 0.435 | 0.59 (0.39–0.77)  | 0.14 (0.00–0.31) | 0.27 (0.22–0.34) | 7.67–9.50 (mean age = 8.45)   | 225 | 262 | 2 | 1 |
|          |                          |                            |                     |   |                  |                               |                  |                     |                     |                     |                              |                 |                 |                                 |                  |                              | Reading Comprehension                   | 0.72 | 0.38  | 0.68 (0.47–0.77)  | 0.04 (0.00–0.23) | 0.28 (0.23–0.35) | 9.67–11.67 (mean age = 10.45) | 210 | 254 | 2 | 1 |
|          |                          |                            |                     |   |                  |                               |                  |                     |                     |                     |                              |                 |                 |                                 |                  |                              | Spelling                                | 0.78 | 0.44  | 0.68 (0.49–0.81)  | 0.10 (0.00–0.27) | 0.23 (0.19–0.28) | 6.58–8.67 (mean age = 7.42)   | 225 | 262 | 2 | 1 |
|          |                          |                            |                     |   |                  |                               |                  |                     |                     |                     |                              |                 |                 |                                 |                  |                              | Spelling                                | 0.81 | 0.405 | 0.81 (0.62–0.85)  | 0.00 (0.00–0.18) | 0.19 (0.15–0.23) | 7.67–9.50 (mean age = 8.45)   | 225 | 262 | 2 | 1 |
| Spelling | 0.84                     | 0.455                      | 0.77 (0.59–0.87)    | 0.07 (0.00–0.24)                        | 0.16 (0.13–0.20) | 9.67–11.67 (mean age = 10.45) | 210              | 254                 | 2                   | 1                   |                              |                 |                 |                                 |                  |                              |   |      |       |                   |                  |                  |                               |     |     |   |   |
| 43       | Davis et al., 2008       | UK                         | TEDS                | Reading Comprehension                   | All              | 0.64 (0.60–0.67)              | 0.43 (0.39–0.47) |                     |                     |                     | 10                           | 919             | 1622            | 2                               | 1                |                              |   |      |       |                   |                  |                  |                               |     |     |   |   |
|          |                          |                            |                     | Reading Comprehension                   | M                | 0.64 (0.58–0.70)              | 0.43 (0.34–0.51) |                     |                     |                     | 10                           | 383             | 373             | 2                               | 2                | 1                            |   |      |       |                   |                  |                  |                               |     |     |   |   |
|          |                          |                            |                     | Reading Comprehension                   | F                | 0.63 (0.58–0.68)              | 0.46 (0.38–0.53) |                     |                     |                     | 10                           | 536             | 444             | 2                               | 1                | 1                            |   |      |       |                   |                  |                  |                               |     |     |   |   |
| 44       | Davis et al., 2009       | UK                         | TEDS                |   | All              | 0.72 (0.70–0.75)              | 0.42 (0.38–0.45) |                     |                     |                     | 12                           | 1667            | 2844            | 3                               | 1                |                              |   |      |       |                   |                  |                  |                               |     |     |   |   |

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Table 1 (continued)

| Study_ID | AUTHOR              | Country <sup>1</sup> | Cohort <sup>2</sup>           | Reading-related neurocognitive skill    | Sex <sup>3</sup> | rMZ                 | rDZ                 | A (h <sup>2</sup> ) | C (c <sup>2</sup> ) | E (e <sup>2</sup> ) | Age_correct                                       | MZ_Sample_Pairs | DZ_Sample_Pairs | School Grade Level <sup>4</sup> | Sex <sup>5</sup> | Spoken Language <sup>6</sup> |
|----------|---------------------|----------------------|-------------------------------|---|------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---|-----------------|-----------------|---------------------------------|------------------|------------------------------|
|          |                     |                      |                               | General reading - Letter/Word knowledge |                  |                     |                     |                     |                     |                     |   |                 |                 |                                 |                  |                              |
|          |                     |                      |                               | Reading Comprehension                   |                  | 0.55<br>(0.52–0.58) | 0.35<br>(0.31–0.38) |                     |                     |                     | 12  | 1694            | 2950            | 3                               |                  | 1                            |
|          |                     |                      |                               | Reading Comprehension                   |                  | 0.49<br>(0.45–0.52) | 0.32<br>(0.29–0.35) |                     |                     |                     | 12  | 1635            | 2812            | 3                               |                  | 1                            |
|          |                     |                      |                               | General reading                         |                  | 0.75<br>(0.73–0.77) | 0.38<br>(0.35–0.41) |                     |                     |                     | 12  | 1488            | 2540            | 3                               |                  | 1                            |
|          |                     |                      |                               | Language                                |                  | 0.44<br>(0.40–0.48) | 0.29<br>(0.25–0.33) |                     |                     |                     | 12  | 1377            | 2312            | 3                               |                  | 1                            |
|          |                     |                      |                               | General reading - Letter/Word knowledge |                  | 0.787               | 0.460               |                     |                     |                     | 6.71 - 9.26<br>(mean age = 7.73)                  | 57              | 31              | 2                               |                  | 1                            |
|          |                     |                      |                               | General reading - Letter/Word knowledge |                  | 0.914               | 0.636               |                     |                     |                     | 6.71 - 9.26<br>(mean age = 7.73)                  | 57              | 31              | 2                               |                  | 1                            |
| 45       | Harris, 1982        | USA                  | Indiana University Twin Panel | General reading - Phonological decoding | All              | 0.870               | 0.365               |                     |                     |                     | 6.71 - 9.26<br>(mean age = 7.73)                  | 57              | 31              | 2                               |                  | 1                            |
|          |                     |                      |                               | Reading Comprehension                   |                  | 0.804               | 0.662               |                     |                     |                     | 6.71 - 9.26<br>(mean age = 7.73)                  | 57              | 31              | 2                               |                  | 1                            |
|          |                     |                      |                               | Reading Comprehension                   |                  | 0.786               | 0.623               |                     |                     |                     | 6.71 - 9.26<br>(mean age = 7.73)                  | 57              | 31              | 2                               |                  | 1                            |
|          |                     |                      |                               | General reading - Phonological decoding |                  | 0.74                | 0.37                | 0.74<br>(0.52–0.92) | 0.00<br>(0.00–0.00) | 0.27<br>(0.20–0.37) | 7.4–12.3<br>(mean age = 9.86)                     | 94              | 134             |                                 |                  | 1                            |
|          |                     |                      |                               | General reading - Letter/Word knowledge |                  | 0.83                | 0.43                | 0.80<br>(0.54–1.00) | 0.03<br>(0.00–0.29) | 0.17<br>(0.13–0.23) | 7.4–12.3<br>(mean age = 9.86)                     | 94              | 134             |                                 |                  | 1                            |
|          |                     |                      |                               | General reading                         |                  | 0.84                | 0.42                | 0.84<br>(0.63–1.02) | 0.00<br>(0.00–0.00) | 0.17<br>(0.13–0.24) | 7.4–12.3<br>(mean age = 9.86)                     | 94              | 134             |                                 |                  | 1                            |
| 46       | Hart et al., 2010b  | USA                  | WRRMP                         | General reading - Letter/Word knowledge | All              | 0.82                | 0.41                | 0.82<br>(0.58–.99)  | 0.00<br>(0.00–0.23) | 0.17<br>(0.13–0.23) | 7.4–12.3<br>(mean age = 9.86)                     | 94              | 134             |                                 |                  | 1                            |
|          |                     |                      |                               | Reading Comprehension                   |                  | 0.79                | 0.395               | 0.79<br>(0.57–0.99) | 0.00<br>(0.00–0.16) | 0.26<br>(0.19–0.36) | 7.4–12.3<br>(mean age = 9.86)                     | 94              | 134             |                                 |                  | 1                            |
|          |                     |                      |                               | Reading Comprehension                   |                  | 0.68                | 0.34                | 0.68<br>(0.30–0.77) | 0.00<br>(0.00–0.21) | 0.42<br>(0.32–0.56) | 7.4–12.3<br>(mean age = 9.86)                     | 94              | 134             |                                 |                  | 1                            |
|          |                     |                      |                               | General reading - Letter/Word knowledge |                  | 0.77                | 0.44                | 0.66<br>(0.42–0.82) | 0.11<br>(0.00–0.32) | 0.23<br>(0.17–0.33) | 8–17 (mean age = 11)                              | 70              | 121             |                                 |                  | 1                            |
| 47       | Keenan et al., 2006 | USA                  | CLDRC                         | Reading Comprehension                   | All              | 0.69                | 0.435               | 0.51<br>(0.26–0.74) | 0.18<br>(0.00–0.41) | 0.31<br>(0.23–0.42) | 8–17 (mean age = 11)                              | 70              | 121             |                                 |                  | 1                            |
|          |                     |                      |                               | Reading Comprehension                   | All              | 0.67                | 0.45                | 0.52<br>(0.37–0.67) | 0.14<br>(0.02–0.27) | 0.34<br>(0.29–0.39) | From 3rd grade to 7th grade<br>(mean age = 11.75) | 865             | 1782            |                                 |                  | 1                            |

(continued on next page)

Table 1 (continued)

| Study ID | AUTHOR                     | Country <sup>1</sup> | Cohort <sup>2</sup> | Reading-related neurocognitive skill | Sex <sup>3</sup> | rMZ  | rDZ   | A (h <sup>2</sup> ) | C (c <sup>2</sup> ) | E (e <sup>2</sup> ) | Age_correct                                    | MZ_Sample_Pairs | DZ_Sample_Pairs | School Grade Level <sup>4</sup> | Sex <sup>5</sup> | Spoken Language <sup>6</sup> |
|----------|----------------------------|----------------------|---------------------|--------------------------------------|------------------|------|-------|---------------------|---------------------|---------------------|--|-----------------|-----------------|---------------------------------|------------------|------------------------------|
|          |                            |                      |                     | Reading Comprehension                |                  | 0.75 | 0.49  | 0.55<br>(0.43–0.68) | 0.20<br>(0.09–0.30) | 0.25<br>(0.22–0.29) | From 3rd grade to 7th grade (mean age = 11.75) | 865             | 1782            |                                 |                  | 1                            |
|          |                            |                      |                     | General reading                      |                  | 0.84 | 0.565 | 0.55                | 0.29                | 0.16                | 6–13 (mean age = 9.55)                         | 148             | 135             |                                 |                  | 1                            |
|          |                            |                      |                     | Spelling                             |                  | 0.84 | 0.53  | 0.62                | 0.22                | 0.16                | 6–13 (mean age = 9.55)                         | 148             | 135             |                                 |                  | 1                            |
| 49       | Petrill and Thompson, 1994 | USA                  | WRTP                | General reading                      | All              | 0.87 | 0.64  | 0.46                | 0.41                | 0.13                | 6–13 (mean age = 9.55)                         | 148             | 135             |                                 |                  | 1                            |
|          |                            |                      |                     | Language                             |                  | 0.72 | 0.455 | 0.53                | 0.19                | 0.28                | 6–13 (mean age = 9.55)                         | 148             | 135             |                                 |                  | 1                            |

MZ = monozygotic twin; DZ = dizygotic twin; A = additive genetic component; C = shared environment component; E = unique environment component.

<sup>1</sup> USA = United States of America; Scandinavia = Sweden and Norway; UK = United Kingdom.

<sup>2</sup> CLDRC = Colorado Learning Disabilities Research centre twin study; LTS = International Longitudinal Twin Study; CFR = Colorado Front Range; FTP-R = Florida Twin Project on Reading; WRRP = Western Reserve Reading Project; WRRMP = Western Reserve Reading and Math Project; FSTR = Florida State Twin Registry; TEDS = Twins Early Development Study; USC = University of Southern California; ATR = Australian Twin Registry; NTR = Netherlands Twin Register; CTR = Colorado Twin Register; CTSRD = Chinese Twin Study of Reading development; FTFRBE = Florida Twin Project on Reading, Behavior, and Environment; VTSABD = Virginia Twin Study of Adolescent Behavioral Development; QNTS = Quebec Newborn Twin Study; FTP-BE = Florida Twin Project on Behavior and Environment.

<sup>3</sup> All = Males and Females; F = Females; M = Males; OS = Opposite sex.

<sup>4</sup> 1=preschool/kindergarten; 2=elementary school (Grades 1–5); 3=middle school (Grades 6–8); 4=high school (Grades 9–12).

<sup>5</sup> 1=female; 2=male.

<sup>6</sup> 1=English speaking sample; 2 = non-English speaking sample.

samples (n = 44); the other studies were based on non-English-speaking samples (n = 5), with two studies on Chinese-, two studies on Dutch-, and one study on French-speaking samples. The total sample size, only counting independent studies, was 15,990 MZ individuals and 22,680 DZ individuals, with a total sample size of 38,670. The samples covered a wide age range, from 4.1 years to 18.5 years.

### 3.2. Meta-analytic estimates

Table 2 provides an overall summary of meta-analytic estimates for both reading and reading-related neurocognitive components.

#### 3.2.1. General reading

Forty-eight articles were included in the analysis (Table 1). General reading’s meta-analysis yielded an overall MZ correlation of 0.79 (ESZ<sub>MZ</sub> = 1.08, S.E. = 0.09, t = 11.92, p < 0.001, 95 % CI = 0.90–1.26) and an overall DZ correlation of 0.46 (ESZ<sub>DZ</sub> = 0.50, S.E. = 0.02, t = 29.23, p < 0.001, 95 % CI = 0.47–0.54). The Falconer’s formula (Falconer, 1960) applied to meta-analytic MZ and DZ correlations produced: overall heritability of 66 %, shared environment effect of 13 %, and non-shared environment effect (including measurement error) of 21 %. We next assessed whether the magnitude of MZ and DZ correlations is moderated by school grade levels, sex, and spoken language. School grade levels moderated the magnitude of both MZ and DZ correlations (Table 3); although the ratio of the observed correlations (Astrom et al., 2007) between elementary and middle schools suggest that the stability of general reading skills is due largely to heritable influences (MZ = 0.68/0.76 = 0.89 and DZ = 0.41/0.48 = 0.85), about 15 % of the variation in general reading performance during middle school is independent of general reading performance in elementary school. Meta-analytic MZ and DZ correlations of this moderator showed a decrease of both heritability and shared environmental effects, and an increase in non-shared environmental effects (encompassing measurement error), from elementary school to middle school (Table 3). On the contrary, neither sex nor or spoken language moderated the magnitude of MZ and DZ correlations (Table 3), indicating that genetic and environmental influences are similar for boys and girls, and spoken languages.

**3.2.1.1. Letter-word knowledge.** Thirty-two articles were included in the analysis (Table 1). Letter-word knowledge meta-analysis yielded an overall MZ correlation of 0.79 (ESZ<sub>MZ</sub> = 1.08, S.E. = 0.06, t = 17.98, p < 0.001, 95 % CI = 0.96–1.20) and an overall DZ correlation of 0.48 (ESZ<sub>DZ</sub> = 0.53, S.E. = 0.03, t = 17.73, p < 0.001, 95 % CI = 0.47–0.59). The Falconer’s formula (Falconer, 1960) applied to meta-analytic MZ and DZ correlations produced: 62 % heritability, 17 % shared environmental effect, and 21 % of phenotypic variance accounted by non-shared environmental factor and measurement error. Sex did not moderate the magnitude of MZ and DZ correlations (Table 3), indicating no significant differences in genetic or environmental effects between boys and girls.

**3.2.1.2. Phonological decoding.** Thirteen articles were included in the analysis (Table 1). Phonological decoding meta-analysis yielded an overall MZ correlation of 0.78 (ESZ<sub>MZ</sub> = 1.04, S.E. = 0.07, t = 13.99, p < 0.001, 95 % CI = 0.88–1.19) and an overall DZ correlation of 0.44 (ESZ<sub>DZ</sub> = 0.47, S.E. = 0.03, t = 16.51, p < 0.001, 95 % CI = 0.41–0.52). The Falconer’s formula (Falconer, 1960) applied to meta-analytic MZ and DZ correlations produced: an overall heritability of 68 %, shared environment effects of 10 %, and non-shared environment effects (including measurement error) of 22 %.

**3.2.1.3. Reading comprehension.** Thirty-two articles were included in the analysis (Table 1). Reading comprehension meta-analysis yielded an overall MZ correlation of 0.79 (ESZ<sub>MZ</sub> = 1.07, S.E. = 0.15, t = 6.96, p <

**Table 2**  
Meta-analytic estimates for the different neurocognitive components.

| Cognitive ability     | Number of studies | Heritability | Shared environment | Non-shared environment |
|-----------------------|-------------------|--------------|--------------------|------------------------|
| General Reading       | 48                | 66 %         | 13 %               | 21 %                   |
| Letter-Word Knowledge | 32                | 62 %         | 17 %               | 21 %                   |
| Phonological Decoding | 13                | 68 %         | 10 %               | 22 %                   |
| Reading Comprehension | 32                | 68 %         | 11 %               | 21 %                   |
| PA                    | 13                | 52 %         | 23 %               | 25 %                   |
| RAN                   | 11                | 46 %         | 15 %               | 39 %                   |
| Spelling              | 15                | 80 %         | 0%                 | 20 %                   |
| Language              | 10                | 34 %         | 47 %               | 19 %                   |

PA = phonological awareness; RAN = rapid automatized naming.

0.001, 95 % CI = 0.77–1.38) and an overall DZ correlation of 0.45 ( $ESZ_{DZ} = 0.49$ , S.E. = 0.03,  $t = 19.89$ ,  $p < 0.001$ , 95 % CI = 0.44–0.54). The Falconer's formula (Falconer, 1960) applied to meta-analytic MZ and DZ correlations produced: an overall heritability of 68 %, 11 % of variance explained by shared environment effects, and 21 % by non-shared environment effects and measurement error. Moderators analysis showed that school grade levels moderated the magnitude of both MZ and DZ correlations (Table 3); although the ratio of the observed correlations (Astrom et al., 2007) between elementary and middle schools suggest that the stability of general comprehension skills is due largely to heritable influences ( $MZ = 0.62/0.76 = 0.82$  and  $DZ = 0.39/0.50 = 0.78$ ), about 20 % of the variation in reading comprehension performance during middle school is independent of reading comprehension performance in elementary school. Meta-analytic MZ and DZ correlations of this moderator showed a decrease of both heritability and shared environmental effects, and an increase in non-shared environmental effects (encompassing measurement error), from elementary school to middle school (Table 3).

### 3.2.2. PA

Thirteen articles were included in the analysis (Table 1). PA meta-analysis yielded an overall MZ correlation of 0.75 ( $ESZ_{MZ} = 0.97$ , S.E. = 0.12,  $t = 8.04$ ,  $p < 0.001$ , 95 % CI = 0.73–1.22) and an overall DZ correlation of 0.49 ( $ESZ_{DZ} = 0.54$ , S.E. = 0.03,  $t = 16.28$ ,  $p < 0.001$ , 95 % CI = 0.47–0.60). The Falconer's formula (Falconer, 1960) applied to meta-analytic MZ and DZ correlations produced: an overall heritability of 52 %, an overall shared environmental effect of 23 %, and an overall non-shared environmental effect of 25 % (including measurement error). Moderators analysis showed that school grade levels moderated the magnitude of both MZ and DZ correlations (Table 3); although the ratio of the observed correlations (Astrom et al., 2007) between preschool/kindergarten and elementary school suggest that the stability of PA skills is due largely to heritable influences ( $MZ = 0.62/0.86 = 0.72$  and  $DZ = 0.41/0.60 = 0.68$ ), about 30 % of the variation in PA performance during elementary school is independent of PA performance in preschool/kindergarten. Meta-analytic MZ and DZ correlations of this moderator showed a decrease of both heritability and shared environmental effects, and an increase in non-shared environmental effects (encompassing measurement error), from preschool/kindergarten to elementary school (Table 3).

### 3.2.3. RAN

Eleven articles were included in the analysis (Table 1). RAN meta-analysis yielded an overall MZ correlation of 0.61 ( $ESZ_{MZ} = 0.71$ , S.E. = 0.06,  $t = 12.53$ ,  $p < 0.001$ , 95 % CI = 0.59–0.83) and an overall DZ correlation of 0.38 ( $ESZ_{DZ} = 0.40$ , S.E. = 0.08,  $t = 4.90$ ,  $p < 0.001$ , 95 % CI = 0.23–0.57). The Falconer's formula (Falconer, 1960) applied to meta-analytic MZ and DZ correlations produced: an overall heritability of 46 %, an overall effect of 15 % for shared environment and of 39 % for non-shared environment (including measurement error).

### 3.2.4. Spelling

Fifteen articles were included in the analysis (Table 1). Spelling

abilities meta-analysis yielded an overall MZ correlation of 0.79 ( $ESZ_{MZ} = 1.08$ , S.E. = 0.20,  $t = 5.56$ ,  $p < 0.001$ , 95 % CI = 0.69–1.48) and an overall DZ correlation of 0.39 ( $ESZ_{DZ} = 0.42$ , S.E. = 0.03,  $t = 13.00$ ,  $p < 0.001$ , 95 % CI = 0.35–0.48). The Falconer's formula (Falconer, 1960) applied to meta-analytic MZ and DZ correlations produced: an overall heritability of 80 %, an overall effect of 0% for shared environment and of 20 % for non-shared environment (including measurement error).

### 3.2.5. Language

Ten articles were included in the analysis (Table 1). Language skills meta-analysis yielded an overall MZ correlation of 0.81 ( $ESZ_{MZ} = 1.13$ , S.E. = 0.14,  $t = 7.81$ ,  $p < 0.001$ , 95 % CI = 0.83–1.42) and an overall DZ correlation of 0.64 ( $ESZ_{DZ} = 0.75$ , S.E. = 0.09,  $t = 8.59$ ,  $p < 0.001$ , 95 % CI = 0.57–0.93). The Falconer's formula (Falconer, 1960) applied to meta-analytic MZ and DZ correlations produced: an overall heritability of 34 %, an overall effect of 47 % for shared environment and of 19 % for non-shared environment and measurement error.

## 4. Discussion

In this comprehensive meta-analysis, we synthesized the results of behavioral genetic research on reading-related skills of 49 twin studies spanning 4.1–18.5 years of age, with a total sample size of more than 38,000 individuals. Our results indicate a similar pattern of causal architecture across most of the reading-related neurocognitive functions analyzed by these studies, with moderate-to-substantial meta-heritability estimates, smaller environmental contributions, a significant effect of school grade levels, and no significant effects of moderators such as sex, and spoken language. This could in part be due to the fact that the genetic covariance among these neurocognitive components is high (Byrne et al., 2007, 2009; Gayan and Olson, 2003; Harlaar et al., 2010; Betjemann et al., 2008; Davis et al., 2001; Plomin and Kovas, 2005).

Specifically, the phenotypic variance of general reading, letter-word knowledge, phonological decoding, reading comprehension, PA, RAN, and spelling, was primarily explained by additive genetic and non-shared environmental factors, while shared environment appeared to play a less important role. These findings support the notion that the phenotypic variance of several reading-related neurocognitive components could be captured by the following equation:  $a^2 > e^2 > c^2$  (Plomin and Daniels, 2011). These meta-analytic results agree with the well-established notion that the contribution of shared environmental influences is in general relatively small, and accounts for lower phenotypic variance compared to the non-shared environmental influences in reading skills (Bishop, 2015; Olson, 2002; Olson et al., 2013; Willcutt et al., 2010). Nonetheless, the classical twin approach is known to have only limited power to detect shared environmental effects (Martin et al., 1978; Visscher et al., 2008). The results of the meta-analysis of the twin correlations result in a heritability above 50 % for general reading, letter-word knowledge, phonological decoding, reading comprehension, PA, RAN, and spelling, suggesting that there is indeed a robust genetic effect on these reading-related skills (Plomin and Daniels, 2011). Furthermore, our findings support the notion that more research is now needed to specifically distill what unique environmental effects create

**Table 3**  
Results for the univariate moderator analyses.

| Neurocognitive component | Moderator          | Category    | Number of Studies | MZ                      |         |      | DZ     |      |       | Meta-analytic estimates |        |        |      |              |                    |                        |      |        |     |
|--------------------------|--------------------|-------------|-------------------|-------------------------|---------|------|--------|------|-------|-------------------------|--------|--------|------|--------------|--------------------|------------------------|------|--------|-----|
|                          |                    |             |                   | F(df)                   | p-value | ESz  | 95% CI | rMZ  | F(df) | p-value                 | ESz    | 95% CI | rDZ  | Heritability | Shared environment | Non-shared environment |      |        |     |
|                          |                    |             |                   |                         |         |      |        |      |       |                         |        |        |      |              |                    |                        | ESz  | 95% CI | rMZ |
| General Reading          | School grade level | Elementary  | 25                | 5.49 <sub>(1,120)</sub> | 0.02    | 1.00 | 0.91   | 1.10 | 0.76  | 9.89 <sub>(1,128)</sub> | 0.002  | 0.52   | 0.48 | 0.57         | 0.48               | 0.56                   | 0.20 | 0.24   |     |
|                          |                    | Middle      | 8                 |                         |         | 0.83 | 0.68   | 0.98 | 0.68  |                         |        | 0.43   | 0.40 | 0.51         | 0.41               | 0.54                   | 0.14 | 0.32   |     |
|                          | Sex                | Girls       | 8                 | 0.01 <sub>(1,28)</sub>  | 0.91    | 0.99 | 0.87   | 1.11 | 0.76  | 1.62 <sub>(1,28)</sub>  | 0.21   | 0.55   | 0.48 | 0.63         | 0.50               | –                      | –    | –      | –   |
|                          |                    | Boys        | 44                |                         |         | 1.00 | 0.88   | 1.12 | 0.76  |                         |        | 0.52   | 0.44 | 0.59         | 0.48               | –                      | –    | –      | –   |
| Letter-Word Knowledge    | Sex                | English     | 5                 | 0.10 <sub>(1,181)</sub> | 0.75    | 1.01 | 0.82   | 1.20 | 0.77  | 0.70 <sub>(1,194)</sub> | 0.40   | 0.49   | 0.44 | 0.53         | 0.45               | –                      | –    | –      | –   |
|                          |                    | Non-English | 6                 |                         |         | 0.96 | 0.72   | 1.20 | 0.74  |                         |        | 0.51   | 0.47 | 0.54         | 0.47               | –                      | –    | –      | –   |
| Reading Comprehension    | School grade level | Girls       | 6                 | 0.32 <sub>(1,12)</sub>  | 0.58    | 0.98 | 0.74   | 1.22 | 0.75  | 0.39 <sub>(1,12)</sub>  | 0.55   | 0.56   | 0.44 | 0.69         | 0.51               | –                      | –    | –      | –   |
|                          |                    | Boys        | 15                |                         |         | 1.00 | 0.92   | 1.10 | 0.76  | 19.43 <sub>(1,49)</sub> | <0.001 | 0.55   | 0.46 | 0.64         | 0.50               | 0.52                   | 0.24 | 0.24   |     |
|                          |                    | Elementary  | 7                 | 18.38 <sub>(1,46)</sub> | <0.001  | 0.72 | 0.58   | 0.85 | 0.62  |                         |        | 0.41   | 0.31 | 0.51         | 0.39               | 0.46                   | 0.16 | 0.38   |     |
| PA                       | School grade level | Middle      | 5                 | 8.91 <sub>(1,21)</sub>  | 0.01    | 1.29 | 0.81   | 1.77 | 0.86  | 10.27 <sub>(1,22)</sub> | 0.004  | 0.69   | 0.53 | 0.85         | 0.60               | 0.52                   | 0.34 | 0.14   |     |
|                          |                    | Elementary  | 5                 |                         |         | 0.73 | 0.28   | 1.18 | 0.62  |                         |        | 0.44   | 0.29 | 0.59         | 0.41               | 0.42                   | 0.20 | 0.38   |     |

ESz = Fisher's Z score; MZ = monozygotic twins; DZ = dizygotic twins; CI = confidence interval,  $h^2$  = heritability;  $c^2$  = shared-environment;  $e^2$  = non shared environment PA = Phonological Awareness.

individual differences in children growing up in the same family (Burt, 2009; Plomin and Daniels, 2011; Scaini et al., 2012). As genetic and environmental influences are not mutually exclusive, future research will be important to ascertain multiple aspects of gene-environment interplay, perhaps most importantly gene-environment correlation (rGE) and gene-environment interaction (GxE) in reading-related skills. Recent twin studies highlight the importance of environmental influences in understanding children's school performance and suggest parental education, home chaos and neighbourhood conditions as a potential moderators of reading achievement (Friend et al., 2008; Taylor and Hart, 2014; Little et al., 2019). Interestingly, some investigations provided evidence of interactions between candidate genetic regions/markers and some environmental measures (i.e. home language/literacy environment, maternal smoke during pregnancy, birth weight and socio-economic status) on reading- and language-related phenotypes (McGrath et al., 2007; Mascheretti et al., 2013, 2018).

A relatively different pattern applied to language skills, for which the phenotypic variance could be primarily explained by shared environmental factors and additive genetic effects. These findings agree with previous data showing that early childhood language as well as the continuity between early and middle childhood language, are strongly influenced by shared environment, while additive genetic factors account for just one-third of the variance (Hayiou-Thomas, 2008, 2012; Byrne et al., 2009; Olson et al., 2011; Hart et al., 2009a,b).

Moderator analyses revealed that the MZ and DZ twin correlations upon general reading, reading comprehension, and PA, differed among school grade levels. Our results show a decrease of genetic and shared environmental influences and an increase of non-shared environmental effects from preschool/kindergarten through elementary school to middle school, suggesting greater importance of family effects in preschool and in early school years. However, after the initiation of formal schooling, heritability estimates slightly decrease -although remaining substantial- and shared environmental effects decline, leaving the non-shared environment as the primary sources of variability in reading (Harlaar et al., 2007; Haworth et al., 2009; Hart et al., 2013a,b; Olson et al., 2014). Although the ratio between MZ and DZ correlations for each significant moderator suggested substantial genetic stability, about 20–30 % of the variation in reading-related neurocognitive skills was plausibly due to additional influences. These findings were highly consistent with previous works showing that, though about two thirds of the stability of reading-related neurocognitive components in reading (dis)ability was due to genetic influences, age-specific as well as school grade-specific genetic influences showed significant effects (Wadsworth et al., 2001, 2007; Harlaar et al., 2007; Astrom et al., 2007; Byrne et al., 2007, 2009; Hayiou-Thomas et al., 2010; Soden et al., 2015; Christopher et al., 2016; Erbeli et al., 2018; Tosto et al., 2017). One possible explanation of this significant change in twin correlations could be that these “new” genetic influences are concomitant with changes in cognitive and reading development as well as with environmental (e.g. school) demands (Harlaar et al., 2007; Astrom et al., 2007; Byrne et al., 2007, 2009; Hayiou-Thomas et al., 2010; Soden et al., 2015; Christopher et al., 2016; Erbeli et al., 2018; Tosto et al., 2017). Reading and reading-related neurocognitive components are dynamic processes developing through several stages from preschool to high school. Under Chall's widely accepted theory of the stages of reading development (Chall, 1983), after the prereading stage (from birth to elementary school), children pass through two major developmental phases: “learning to read” (early years of the elementary school) followed by “reading to learn” (later years of the elementary school/middle school). During the “learning to read” phase, children develop knowledge of print structure, basic understanding of the rules of language, word decoding skills, and practice fluent reading skills. The transition from the “learning to read” phase to the “reading to learn” phase comprises the mastery of fluent reading skills along with the integration of new knowledge and information from what is being read (Chall, 1983; Biancarosa and Snow, 2004; Betjemann et al., 2008). During the final



stages (high school), reading strategies increasingly contribute to the successful integration of new ideas, to understanding complex concepts, and to making judgments about content that is read (Chall, 1983). Thus, it is plausible that “new” genetic influences and/or changes in cognitive development as well as in environmental (e.g. school) demands, may affect the transition through reading development. Regarding PA, it is possible that “new” genetic influences, such as those associated with specific reading skills that develop incrementally during first grade, may turn on, or that general processing skills needed for decoding (e.g. related to increased working memory demands) emerge anew in elementary school (Erbeli et al., 2018). Concerning reading comprehension, “new” genetic effects may come online, or “new” and more complex cognitive skills (such as inference, comprehension monitoring, and knowledge and use of story structure) emerge anew in middle school reading (Oakhill and Cain, 2012; Erbeli et al., 2018).

Finally, no significant differences have been reported between English and non-English-speaking samples suggesting lack of significant language differences in accounting for the heritability of general reading skills (Wong et al., 2014; Chow et al., 2011). Similarly, no significant differences emerged for sex as a moderator for the general reading and letter-word knowledge components. These meta-analytic findings support previous studies providing no evidence for a differential etiology of reading skills as a function of sex (Hawke et al., 2007; Hawke et al., 2006; Wadsworth et al., 2000).

Several limitations should be noted. First, we conducted our literature research only in Medline and PsychInfo databases; this could have limited the number of retrieved records. Second, meta-analyses are inevitably constrained by the nature of the studies upon which they are based. Although meta-analyses are meant to provide objective appraisals of the state of the art in a specific field, there are many steps that involve highly subjective choices. These include the collection of the studies, the criteria for eligibility, the choice of assessment criteria, and the outcome measures. All these aspects could affect the objectivity of the results (Verweij et al., 2010). Third, because of the limited number of published studies, we could not test for the moderators’ effect in all the reading-related neurocognitive components. Since most of the included studies were conducted in English-speaking samples, special cautiousness should be taken in generalizing these findings to non-English-speaking populations. Further work needs to be done to establish heritability estimates in non-English-speaking populations. Fourth, not all studies included in this meta-analysis reported twin correlations of the full ACE model, which may have inflated the overall heritability estimates (Posthuma and Boomsma, 2000). However, only five studies (Bates et al., 2004; Harlaar et al., 2005; van Leeuwen et al., 2009; Malanchini et al., 2017; Taylor and Schatschneider, 2010) reported their correlations based on best-fitting (reduced) models, which should limit their impact on the general meta-heritabilities. Fifth, only published papers were analyzed, whereas data from the unpublished studies were not included. Although this choice allowed controlling for study quality, it could exclude gray literature that could also be informative for our analyses.

## 5. Conclusions

Taken together, our meta-analytic approach shows that genetic as well as non-shared environmental factors contribute to individual differences in reading-related neurocognitive components. Except for language for which shared environment seems to play a more important role, the causal architecture across most of the reading-related neurocognitive components can be represented by the following equation  $a^2 > e^2 > c^2$ . Moderators analysis revealed that sex and spoken language did not affect the heritability of any reading-related skills; on the contrary, school grade levels moderated the heritability of general reading, reading comprehension, and PA skills.

## Declaration of Competing Interest

The authors report no declarations of interest.

## Acknowledgements

CA was supported by the Italian Ministry of Health Grant RC2019. SM was supported by the Italian Ministry of Health Grant RC2019 and RC2020.

## Appendix A. Supplementary data

Supplementary material related to this article can be found, in the online version, at doi:<https://doi.org/10.1016/j.neubiorev.2020.11.016>.

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