Supplementary Online Content


**eMethods.** PubMed and Google Scholar Search Strategy

**eTable.** American Academy of Pediatrics and Other Policy Statements Related to Emergent Literacy Promotion

**eReferences**

This supplementary material has been provided by the authors to give readers additional information about their work.
eMethods. PubMed and Google Scholar Search Strategy

Search terms were filtered by age under 6 years old (pre-kindergarten).

Authors also manually searched the references of selected articles, reviews, meta-analyses, and practice guidelines. Selected articles were mutually agreed upon by the authors. Emphasis was given to selection of meta-analyses, review articles and information of interest to a general medical (pediatric) readership.

The terms “pediatric” and “children” were filtered by age under 6 years old (pre-kindergarten).

Emergent literacy
Development
Oral language
Vocabulary
Print knowledge
Alphabet knowledge
Letter-sound knowledge
Phonological awareness/skills
Emergent writing
Emergent comprehension
Fluency
Rapid (automatized) naming/RAN

Home literacy environment
Shared reading
Access to books
Reading frequency
Child interest in reading
Dialogic reading
Screen time
(enhanced) eBooks

Reading intervention
Reach Out and Read/ROR
Imagination Library
Home visiting
Primary care
Pediatric

Literacy screening
Parent report
Direct
Primary care
Pediatric
Dyslexia
Reading difficulties

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**Pediatric neuroimaging**
Magnetic resonance imaging
MRI
fMRI
Diffusion tensor imaging
DTI
Morphometry
Cortical thickness
Connectivity

**Eco-bio-developmental model**
American Academy of Pediatrics
Genetics
Pediatric (chronic) medical conditions and literacy
**eTable.** American Academy of Pediatrics and Other Policy Statements Related to Emergent Literacy Promotion

<table>
<thead>
<tr>
<th>Organization</th>
<th>Select recommendations for clinical practice</th>
</tr>
</thead>
</table>
| **AAP Policy Statement (last updated)** | 1. Begin shared reading as soon as possible after birth  
  2. Encourage developmentally appropriate reading activities  
  3. Provide developmentally appropriate books at well-visits, especially for families of low-SES  
  4. Advocate for policies that support literacy development, including research  
  5. No screen time under 18-months other than video chat, then limit to 1 hour  
  6. Timely developmental screening, guidance and interventions to ensure school readiness  
  7. Emphasize play for learning, development and stress reduction  
  8. “Prescription for play” at well-visits |
|  
  - The Lifelong Effects of Early Childhood Adversity and Toxic Stress<sup>1</sup> (2012)  
  - Literacy Promotion<sup>2</sup> (2014)  
  - Screen-based Media<sup>3</sup> (2016)  
  - School Readiness<sup>4</sup> (2016)  
  - Poverty and Child Health<sup>5</sup> (2016)  
  - Home Visiting<sup>6</sup> (2017)  
  - The Power of Play<sup>7</sup> (2018) | |
| **AAP Bright Futures Guidelines**  
 (4<sup>th</sup> Edition, 2017)<sup>8</sup> | 1. Encourage reading to infants  
  2. Encourage parents to read books with toddlers to promote language development and age-expected behaviors such as toilet training  
  3. Encourage reading with children instead of screens and limit screen use to 1 hour per day  
  4. Encourage parents to model language such as rhyming games |
<table>
<thead>
<tr>
<th>Source</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Center for Learning Disabilities</td>
<td>5. Encourage reading everywhere, not just reading with books</td>
</tr>
<tr>
<td>(2017)&lt;sup&gt;9&lt;/sup&gt;</td>
<td>1. Expand and invest in early screening</td>
</tr>
<tr>
<td></td>
<td>2. Build expertise of healthcare providers to recognize early signs of reading difficulties</td>
</tr>
<tr>
<td></td>
<td>3. Expand access to quality preschool</td>
</tr>
<tr>
<td>World Health Organization</td>
<td>1. No screen time for infants through age 2 and 1 hour/day for ages 2-5</td>
</tr>
<tr>
<td>(2019)&lt;sup&gt;10&lt;/sup&gt;</td>
<td>2. Encourage reading and storytelling over screen-based activities</td>
</tr>
</tbody>
</table>
5. AAP COUNCIL ON COMMUNITY PEDIATRICS. Poverty and Child Health in the United States. Pediatrics 2016;137.