

Supplementary Table 2. Correlations between contrast thresholds and reading and cognitive

measures ^a^a standard/scaled scores unless indicated; ^b $P < .05$; ^c $P < .01$

	M: No noise	M: High noise	P: No noise	P: High noise
<i>n</i> (dyslexic/non-dyslexic)	(24 / 18)	(24 / 18)	(20 / 17)	(20 / 17)
Word ID	-0.06	-0.26	0.06	-0.41 ^b
Word Attack	-0.05	-0.31	0.10	-0.38 ^b
Elision	-0.008	-0.19	0.14	-0.35 ^b
FRI	-0.08	-0.40 ^c	0.11	-0.38 ^b
ROWPVT	-0.12	-0.42 ^c	0.03	-0.35 ^b
Recalling Sentences	-0.13	-0.40 ^c	-0.10	-0.34 ^b
Concepts & Directions	-0.03	-0.41 ^c	-0.06	-0.39 ^b
Exception Word Reading (/70)	-0.13	-0.47 ^c	0.002	-0.41 ^b
WISC Vocabulary	-0.04	-0.40 ^c	0.05	-0.32
WISC Similarities	-0.07	-0.25	-0.06	-0.25
WISC Block Design	0.11	-0.09	0.006	-0.06
WISC Picture Completion	-0.11	-0.24	-0.05	-0.23
