

**Table 2d**  
**Summary of CHC cognitive-reading comprehension studies : 6 to 8 years**

**General, broad and narrow CHC abilities included in studies <sup>b</sup>**

Study <sup>a</sup>	Sample or subsample	g Brd Rdg	Gs			Gsm			Gv				Ga		Glr			Gf			Gc									
			P	RE/R4	AC/EF	MW	MS	SR/Vz	MV	CS	SS	PC	US/UR	MA	NA	MM	I	RG	RQ	LD/VL	K0	LS	VL							
<b>Manifest variables-no g</b>																														
1. McGrew (1993)	a. 6-8 yrs <sup>c</sup>			X					O	O					X		O		X				X							
3. Evans et al. (2002)	a. 6-8 yrs <sup>c</sup>		X				X	X		O				X	X		X		O				X							
5. McGrew (2007)	a. 6-8 yrs <sup>d</sup>			X	O	O		X	X		O	O	O	O	X	O		X	O	O		O	O	X	X	X				
	b. 6-8 yrs <sup>e</sup>			X	O	O		X	X		O	O	O	O	X	O			O	O		O	O	X	X	X				
7. Ganci (2004)	6-12 yrs <sup>g</sup>			O					O					X			O						X							
9. Floyd et al. (2006)	2-12th gr <sup>c</sup>			O					O					O			O						X	X	X					
	<b>#s / #t</b>			1/3	<b>3/3</b>	0/2	0/2		1/2	<b>3/3</b>	<b>2/4</b>	0/3	0/2	0/2	0/2	0/2	<b>2/3</b>	<b>4/4</b>	0/2	1/3	1/3	0/2	0/2	1/3	0/2	0/2	<b>2/2</b>	<b>6/6</b>	<b>3/3</b>	<b>3/3</b>
<b>Latent variables- g included</b>																														
12. Keith (1999)	a. 1-4th gr <sup>d</sup>	X	X		O				O					O				O						X						
13. Flanagan (2000)	3-4th gr <sup>d</sup>	X	X		X				O	O				O				O						X						
14. Vanderwood et al. (2002)	a. 1-2nd gr <sup>f</sup>	X	X		O				O	O				O				O						X						
	b. 3-4th gr <sup>f</sup>	X	X		O				O	O				O				O						X						
18. Benson (2008)	a. K-3rd gr <sup>c</sup>	X	X <sup>h</sup>	O				O		O				O	O		O		O				O		X					
	<b>#s / #t</b>	<b>5/5</b>	<b>5/5</b>	0/1	1/4			0/1		0/4	0/4			0/1	0/5		0/1	0/3	0/1				0/5		<b>5/5</b>					
	<b>Grand #s / #t</b>	<b>5/5</b>	<b>5/5</b>	1/4	<b>4/7</b>	0/2	0/2	1/3	<b>3/3</b>	<b>2/8</b>	0/7	0/2	0/2	0/2	0/2	<b>2/4</b>	4/9	0/2	1/4	1/6	0/3	0/2	1/8	0/2	0/2	<b>2/2</b>	<b>11/11</b>	<b>3/3</b>	<b>3/3</b>	

Note. X = significant effect/relation reported; O = no significant effect/relation reported for cognitive ability that was included as an IV. Blank space indicates that cognitive ability was not included as an IV.

Note. #s / #t = # times cognitive ability was significant / total # of times cognitive ability was included in analysis. 50+% in bold font.

<sup>a</sup> See Table 1 for summary of study characteristics.

<sup>b</sup> See Newton & McGrew (2009) for definitions of broad and narrow CHC abilities.

<sup>c</sup> DV was WJ-R or WJ III Reading Comprehension (RC) cluster or LV defined by the WJ-R/WJ III tests (Passage Comprehension; Reading Vocabulary) that comprise the RC cluster.

<sup>d</sup> DV was WJ-III Passage Comprehension test. In Keith (1999) and Flanagan (2000) studies DV was a LV defined by the Passage Comprehension test. <sup>e</sup> DV was WJ III Reading Vocabulary test.

<sup>f</sup> WJ-R/WJ III Passage Comprehension and Reading Vocabulary tests represented separate DV (LVs) in a single SEM model. Significance (X) recorded for a cognitive ability if it was significantly associated with either test (or t

<sup>g</sup> DV as classification of subjects as reading disabled (RD) or non-reading disabled (NRD) in basic reading skills, reading comprehension, or both. Thus, Ganci (2004) is included in both the basic reading skills and reading comprehension summary tables.

<sup>h</sup> Basic Reading Skills (BRS) and Reading Fluency (RF) LVs had effects on Reading Comprehension LV (in contrast to Broad Reading LV in other studies "Brd Rdg" effects).

