

Table 2b
Summary of CHC cognitive-basic reading skills studies : 9-13 years

General, broad and narrow CHC abilities included in studies ^b

Study ^a	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							
Manifest variables-no g																																
1. McGrew (1993)	b. 9-13 yrs ^c			X					X		O				X			O					X									
3. Evans et al. (2002)	b. 9-13 yrs ^c			X			X	X			O				O	X		O					X									
5. McGrew (2007)	c. 9-13 yrs ^d			X	O	O	X	X		O	O	O	O	O	X	X		O	O	O		O	O	X	X	O	O					
	d. 9-13 yrs ^e			X	O	O	X	X		O	O	O	O	O	X	O		O	O	O		O	O	X	O	O	O					
6. Miller (2000)	11-14 yrs ^d			X				X		O					O			O					X									
7. Ganci (2004)	6-12 yrs ^h			O						O					X			O					X									
	#s / #t			2/3	3/3	0/2	0/2	1/1	3/3	4/5	0/5	0/2	0/2	0/2	0/2	1/3	4/4	1/2	0/3	0/3	0/2	0/2	0/3	0/2	0/2	0/2	6/6	1/2	0/2	0/2		
Latent variables- g included																																
12. Keith (1999)	b. 5-8th gr ^f	X	X		X				O						X			O					O									
14. Vanderwood et al. (2002)	c. 5-6th gr ^f	X	X		O				O	O					X			O					O									
	d. 7-9th gr ^f	X	X		O				O	O					X			O					O									
15. Floyd et al. (2007) ^g	e. 9-13 yrs ^c	X		O			X			O					O			O					O			X						
	f. 9-13 yrs ^c	X		O			X	O	X	O					O	O	O	O	O	O			O			X	X	O	O			
17. McGrew (2008) ^l	a. 3-5th gr ^c	X		X			X			O					O			O					O			O						
	b. 3-5th gr ^c	X		X			X			O					O			O					O			X						
18. Benson (2008)	b. 4-6th gr ^c	X		O			O			O					O	O		O		O			O			O						
	#s / #t	8/8	3/3	2/5	1/3		4/5	0/1	1/4	0/7					0/5	3/5	0/1	0/3	0/5	0/2		0/8			3/8	1/1	0/1	0/1				
	Grand #s / #t	8/8	3/3	4/8	4/6	0/3	0/3	5/6	3/4	5/9	0/12	0/2	0/2	0/2	0/2	1/8	7/9	1/3	0/6	0/8	0/4	0/2	0/11	0/2	0/2	0/2	9/14	2/3	0/3	0/3		

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.

^a See Table 1 for summary of study characteristics.

^b See Newton & McGrew (2009) for definitions of broad and narrow CHC abilities.

^c DV was WJ-R or WJ III Basic Reading Skills (BRS) cluster or LV defined by the WJ-R/WJ III tests (Letter-Word Identification; Word Attack) that comprise the BRS cluster.

^d DV was WJ-R or WJ-III Letter-Word Identification test. ^e DV was WJ III Word Attack test.

^f WJ-R/WJ III Letter-Word Identification and Word Attack 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 both).

^g Floyd et al. (2007) samples e/f are based on the same sample but SEM models included different number of LVs at different strata. Sample "e" evaluated g+broadmodels. Sample "f" evaluated g+broad+narrow models.

^h 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 BRS and RC summary tables.

^l McGrew (2008) samples a/b are based on the same subjects analyzed by SEM models that treated g as direct+indirect effect (a) or indirect effect only (b)