

**Table 2e**  
**Summary of CHC cognitive-reading comprehension studies : 9 to 13 years**

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

Study <sup>a</sup>	Sample or subsample	g	Brd Rdg	Gs	P	RE/R4	AC/EF	Gsm	MW	MS	Gv	SR/Vz	MV	CS	SS	Ga	PC	US/UR	Glr	MA	NA	MM	Gf	I	RG	RQ	Gc	LD/VL	K0	LS	VL
<b>Manifest variables-no g</b>																															
1. McGrew (1993)	b. 9-13 yrs <sup>c</sup>				X					X	O						O			O				X				X			
3. Evans et al. (2002)	b. 9-13 yrs <sup>c</sup>			O				O	X		O					O	O		X				O				X				
5. McGrew (2007)	c. 9-13 yrs <sup>d</sup>				X	O	O		X	O		O	O	O	O		X	O		X	X	X		O	O	O	X	X	X		
	d. 9-13 yrs <sup>e</sup>				O	O	O		X	X		O	O	O	O		X	O		O	X	X		O	O	O	X	X	X		
6. Miller (2000)	11-14 yrs <sup>d</sup>			O						O	O					X			O				O				O				
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			O				O				X	X	X		
<b>#s / #t</b>				0/4	<b>2/3</b>	0/2	0/2	0/2	<b>3/3</b>	2/5	0/4	0/2	0/2	0/2	0/2	<b>2/4</b>	<b>2/4</b>	0/2	1/4	1/3	<b>2/2</b>	<b>2/2</b>	1/4	0/2	0/2	0/2	<b>6/7</b>	<b>3/3</b>	<b>3/3</b>		
<b>Latent variables- g included</b>																															
12. Keith (1999)	b. 5-8th gr <sup>d</sup>	X	X		X					O							O						O				X				
14. Vanderwood et al. (2002)	c. 5-6th gr <sup>f</sup>	X	X		X					O	O						O			O			O				X				
	d. 7-9th gr <sup>f</sup>	X	X		O					O	O						O			O			O				X				
17. McGrew (2008) <sup>h</sup>	a. 3-5th gr <sup>c</sup>	X			X			O			O					O				O			O				X				
	b. 3-5th gr <sup>c</sup>	X			X			O			O					O			X				O				X				
18. Benson (2008)	b. 4-6th gr <sup>c</sup>	X	X <sup>i</sup>		O			O			O					O	O		O		O		O				X				
<b>#s / #t</b>		<b>6/6</b>	<b>4/4</b>	<b>2/3</b>	<b>2/3</b>			0/3		0/3	0/5					0/3	0/4		1/2	0/3	0/1		0/6			<b>6/6</b>					
<b>Grand #s / #t</b>		<b>6/6</b>	<b>4/4</b>	<b>2/7</b>	<b>4/6</b>	0/2	0/2	0/5	<b>3/3</b>	2/8	0/9	0/2	0/2	0/2	0/2	<b>2/7</b>	<b>2/8</b>	0/2	<b>2/6</b>	1/6	<b>2/3</b>	<b>2/2</b>	1/10	0/2	0/2	0/2	<b>12/13</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) study 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> 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).

<sup>i</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).

