

**Supplemental Material S2.** Examples of studies that might appear to meet inclusion criteria but were excluded from the review.

Citation	Reason for exclusion
Bellon-Harn, M. L., Byers, B. A., & Lappi, J. (2014). Treatment intensity: Effects of interactive book reading on narrative abilities in preschool children with SLI. <i>Communication Disorders Quarterly</i> , 35(4), 226-236.	The predictor (treatment intensity) is an aspect of the treatment program, not the individual child
Justice, L. M., Jiang, H., Logan, J. A., & Schmitt, M. B. (2017). Predictors of language gains among school-age children with language impairment in the public schools. <i>Journal of Speech, Language, and Hearing Research</i> , 60(6), 1590-1605.	Language treatment program is uncontrolled/business-as-usual
Pawłowska, M., Leonard, L. B., Camarata, S. M., Brown, B., & Camarata, M. N. (2008). Factors accounting for the ability of children with SLI to learn agreement morphemes in intervention. <i>Journal of Child Language</i> , 35, 25-53.	Participants are too young: mean age of sample is 3 years, 5 months
Smith-Lock, K. M., Leita, S., Lambert, L., & Nickels, L. (2013). Effective intervention for expressive grammar in children with specific language impairment. <i>International Journal of Language &amp; Communication Disorders</i> , 48(3), 265-282.	No statistical test of the relation between predictor (i.e., articulation difficulties) and outcome is presented
Storkel, H. L., Komesidou, R., Fleming, K. K., & Romine, R. S. (2017). Interactive book reading to accelerate word learning by kindergarten children with specific language impairment: Identifying adequate progress and successful learning patterns. <i>Language, Speech, and Hearing Services in Schools</i> , 48, 108-124.	Predictors of treatment response (i.e., performance on measures of early progress) are measured after treatment begins, not before