

Erratum to: Preparing beginning reading teachers: An experimental comparison of initial early literacy field experiences

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Appendix A: Lesson log format

Name:

Date:

Lesson number:

Essential components of reading “Fab 5” include phonological awareness, phonics, fluency, vocabulary, and comprehension.

Describe activity

List the “Fab 5” reading components

Objectives taught:

List the book you read:

Comprehension strategy used:

Appendix B: Examples of items coded

	1	2	3
PA	Objective: “J. and I worked on PA” DM on 2/14 BB	Objective: “PA sound play” Act: “Lesson 25 began by reviewing the words from the previous lessons and sounding them out using sound boxes.” AT on 2/21 TAILS	Objective: “PA” Act: “First sound identification sound play game” Strategy: “She did very well with this activity; she only missed the last... The strategy that I chose to use with her is working very well....” I can “see that she really understands the concept of sound and she is proving to me that she understands first sound identification.” RS on 2/28 TAILS
Phonics	Objective: “Phonics what sound” AT on 2/2 TAILS	Objective: Phonics word building Act: “First, I gave D. three sounds for words such as fat, run, fan, bat, and sun. Then I had D. blend the sounds together. Next I gave him a pan of salt. As I gave him the sounds, he would write the letter that made that sound in the salt. Then using sound-by-sound we blended them into words” RH 4/4 TAILS	Objective: “Phonics: word building, what sound, decodable words” Act + strategy: “Today we also tried something a little different with the word building because I wanted to see if she would respond better. We built words using the tile and then sounded them out. But when it came time to decode the words, we used a board and I wrote the words and had her sound them out and then blend them quickly while I pointed to each letter...” “She was able to correctly read all of the words which was a big step for her.” “Sight words are still a great difficulty for her. She is showing progress....” “When we got to the sentence reading portion, I lost her. ...I told her that I knew she could do this and that she needed to focus more, but it still didn’t seem to work... This was unusual because she usually does pretty well.” SS o 2/16 (TAILS)

	1	2	3
Fluency	Objective: "We played the speed game for fluency" PT on 2/21 TAILS	Objective: "letter-sound fluency speed game" Activity: "The first time we did this, his /a/ and /m/ were getting mixed up. He got a 27. The second time he did this, he pointed to the letters and got a 26. The third time he got a 34." KB on 2/2 TAILS	Objective: "Fluency" Activity + strategy: "Speed game for fluency. Today she was having some trouble with the speed game. We introduced the /s/ (sic sound) and she was doing fine with it. The sound she was having trouble with was the /a/, which took me by surprise. Instead of saying /a/ she was saying "at". I started to realize she was doing it because she was not really focusing. We stopped and then continued, and she was going much better." RP on 2/14 TAILS
Vocab.	Objective: "Vocab: pleaded- begging, arguing her point, please." AT on 2/2 TAILS	Objective: "Vocabulary (Rough)" Activity: "Rough is the opposite of smooth. When something is rough it is bumpy. Can you tell mw something that is rough? Sometimes on your way to school you might have a rough bus ride; it may be bumpy"	Objective: "Vocabulary" "puffed, gurgled, inquired" Activity + strategy: "This book had plenty of vocabulary words. There were some animal names that she didn't know so I pointed them out." The PST then wrote her kid-friendly definition "Inquired. It's the same as asking something." You can say "What is that?," the girl asked....Or you can say "What is that?" the girl inquired. "Then she generated an appropriate context. If you had to use the word inquired, how would you use it?" RP 2/14 TAILS
Comp.	Objective "Comp read Listen Buddy" "J. thought it was funny because the main character kept doing the wrong thing." DM on 2/21 BB	Objective: "Comprehension using prediction" Activity: "I read Giraffes Can't Dance. I read the title and asked her what she thought the title was about. She was correct. I asked her if her prediction was correct and she agreed it was. MJ on 3/14 TAILS	Objective: "Comprehension using story grammar as a strategy" Activity: "PST read a book about Mia Hamm, the soccer player." <i>Winners Never Quit</i> "I read the book to my student because she's in kindergarten" Strategy: "I used story grammar as my comprehension strategy because the ending resolution is significant in this story. The main character used to quit playing soccer anytime she lost but now she realized that you win some and you loose some.... I discussed this with my student and asked if she ever quits (she said no)." "I also asked her why...." AA 2/9 TAILS Objective "Comprehension using prediction" Activity: "I read the book aloud to the student, Arthur's TV Trouble" Strategy: "I used prediction as my comprehension strategy. I read A. the title of the book and showed her the cover and asked her what she thought was going to happen to Arthur. When we were half way through, I asked her what she thought Arthur would do to make hi money and then when I was done reading I asked her if she thought Arthur would do the same thing again in the future." AA on 3/14 BB

0 = no objective; 1 = objective present and correct; 2 = objective + activity or strategy; 3 = objective + activity + strategy