



CORRECTION

Correction to: A cross-orthographic view of dyslexia identification

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In this article several sentences were incorrect, and they have been corrected here.

p.202 line 13 under the German section, the term “rapid automatic naming” is used inconsistently with terms “rapid automatized naming” used in other parts of the paper. “Rapid automatic naming” should be corrected to “rapid automatized naming”. Thus, the sentence should be read as “The best predictors of reading ability in German are phonological awareness and rapid automatized naming, although the relationship between phonological awareness and reading might depend on orthographic complexity (Landerl et al., 2019; Moll et al., 2009).”

p.204 under the Arabic section, underlining in “to” at lines 11 and “unvowelized” at line 13 shall be

removed, as the underlining for the two words was not intended to convey any message.

p.207 under the Abugidas section, at line 11 at the paragraph that starts with “Currently, there is a lack of widely available...,” a period should be inserted before the start of a new sentence, so it reads “...oral communication. This assessment battery provides a holistic view of one’s reading abilities.”

p.208 line 1 at the paragraph that starts with “The visual complexity of Chinese characters...”, a space in “The” should be removed so the sentence reads “The visual complexity of Chinese characters and the spatial arrangement of sub-character elements (Daniels & Share, 2018) can pose challenges in orthographic learning and mapping for students with dyslexia”.

p.208 the last four lines till p.209 the first four lines, “(e.g., Hong Kong)” was mistakenly placed after “mainland Chinese teachers”. The whole sentence should appear as following: While mainland Chinese teachers use transparent alphabetic transcription (i.e., *pinyin*) as an instructional approach for beginning readers to acquire character reading through alphabet-based decoding, the whole-character look-and-say method is used for character instruction in some societies (e.g., Hong Kong), which requires more ortho-graphic mapping and less phonological decoding.

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Table 1 Ten dimensions of orthographic complexity among alphabetic and non-alphabetic orthographies

Alphabetic Orthographies (Finnish, Spanish, Portuguese, French, English)	Non-Alphabetic Orthographies (Semitic, Abugida, Hangul, Chinese)
Spelling constancy	Linguistic Distance
Historical Change	Partial Loss of Phonological Elements
Allography	Ligaturing
Dual Purpose Letters	Inventory Size
	Visual Uniformity and Complexity
Spatial arrangement and non-linearity	
Predictor across orthographies: Rapid Automatized Naming (RAN)	

P.210 Table 1, “Spatial Arrangement and Non-linearity” and “Predictor across orthographies: Rapid Automatized Naming (RAN)” was placed under the column for Non-Alphabetic Orthographies. We intended to put them at the center of the two columns to indicate that they are shared characteristics of both

alphabetic and non-alphabetic orthographies. Thus, Table 1 should appear as follow:

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