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Corrigendum: An exploratory analysis of divergent patterns in reading progression during a tablet-based literacy program

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reading progress, education technology, working memory, home language and literacy environment, international development

A corrigendum on

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In the published article, there was an error in [Table 3](#) as published. After publication, the authors discovered that their statistical software package had exported the coefficients from the logistic regression, instead of transforming them into odds ratios as intended. The corrected [Table 3](#) and its caption appear below.

A correction has also been made to **Results**, *Logistic regression results*, paragraph 1. This sentence previously stated:

“With each increase of 1 *SD* in working memory total score, children were 1.2 times more likely to be a high progressing reader.”

The corrected sentence appears below:

“With each increase of 1 *SD* in working memory total score, children were 3.4 times more likely to be a high progressing reader.”

The authors apologize for this error and state that this does not change the scientific conclusions of the article in any way. The original article has been updated.

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TABLE 3 Stepwise logistic regression for factors that predict reading progress status.

	(1)	(2)	(3)
	Model 1	Model 2	Model 3
Child age	1.262	1.302	1.234
	(0.384)	(0.424)	(0.457)
HLLC composite (latent predicted score)		1.161	0.870
		(0.546)	(0.458)
Working memory total span score			3.367*
			(1.930)
Constant	0.127	0.095	0.181
	(0.368)	(0.293)	(0.630)
Observations	28	28	28

Exponentiated coefficients. Standard errors in parentheses.

+ $p < 0.10$, * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$.