

Young-Suk Grace Kim, Ed.D.

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July 2018

School of Education, University of California at Irvine
3455 Education Building, Irvine CA 92697

EMPLOYMENT

- 2016-present Professor, University of California at Irvine
- 2015-2016 Associate Director, Florida Center for Reading Research
- 2013–2016 Associate Professor, Florida State University.
- 2009–2016 Predoctoral Interdisciplinary Research Training (PIRT) Program Faculty, Institute of Education Sciences, U.S. Department of Education.
- 2007–present Faculty Associate, Florida Center for Reading Research, Florida State University.
- 2007–2013 Assistant Professor, School of Teacher Education, Florida State University.
- 2006-2007 Intern, Learning Disabilities Program (Oral & Written Language Section) Children’s Hospital Boston, Massachusetts
Supervisors: Dr. Grant Cioffi & Dr. Kristine Strand
- 1999–2002 K-2 Teacher, Claire Lilienthal Elementary School, San Francisco Unified School District.
- 1996–2002 Lecturer, City College of San Francisco, CA. Responsible for teaching three courses in Korean as a foreign language.
- 1998–1999 English as a Second Language (ESL) Instructor, Intercultural Institute of California, San Francisco, CA.
- 1998–1999 Teacher, George Washington High School & Lincoln High School, San Francisco Unified School District.
- 1997–1998 Director of certificate programs, Intercultural Institute of California, San Francisco, CA.
- 1993–1994 English Teacher, Seongil Girls High School, Daegu, Korea. Responsible for teaching English as a foreign language to grades 10 to 12.

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EDUCATION

Ed.D. Harvard University, 2007

Human Development and Psychology (i.e., educational psychology) (Advisor: Catherine Snow)
(Concentration: Language and Literacy; Minor concentration: Quantitative Policy Analysis in Education)

Ed.M. Harvard University, 2003

Human Development and Culture

M.A. San Francisco State University, 1997

Teaching English to Speakers of Other Languages (TESOL)

B.A. KyungPook National University, 1993

Major in English Linguistics and Literature; Minor in Secondary School Teaching
Daegu, South Korea
Summa cum laude

PROFESSIONAL CREDENTIAL(S)

2000	California Preliminary Multiple Subject, San Francisco, CA.
1997	California Preliminary Single Subject in Korean.
1993	Single Subject in English as a Foreign Language, Kyung Pook National University, Daegu, Korea.
1998–2002	Teaching English as a Second Language, Bureau for Private Post-Secondary and Vocational Education (BPPVE).

VISTING PROFESSORSHIP(S)

2014 (Fall)	Visiting Professor, College of Education. Seoul National University, South Korea.
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FELLOWSHIPS, HONORS, and AWARDS

Robert M. Gagne Research Award

College of Education, Florida State University, 2016

One of the most productive scholars in Educational Psychology from 2009 to 2014

Published in *Contemporary Educational Psychology* in 2016

Presidential Early Career Awards for Scientists and Engineers (PECASE)

The White House, Washington DC, 2012

<http://www.whitehouse.gov/the-press-office/2013/12/23/president-obama-honors-outstanding-early-career-scientists>

Developing Scholar Award

Florida State University, 2014

University Teaching Award

Florida State University, 2013

Provost Travel Award

Florida State University, 2011, 2016

Nominee, University Teaching Award

Florida State University, 2012, 2015

Nominee, Early Career Award

American Educational Research Association, 2013, 2016

International Partner

COST Action IS1401 – Strengthening Europeans' capabilities by establishing the European Literacy Network (ELN), funded by the European Union, framework program Horizon 2020, grant period 2015-2018.

NICHD Vision Workshop on Cognition

Washington D.C., 2011

One of the 54 invitees to create the NICHD Scientific Vision for the next decade

Recipient of National Institute of Health Loan Repayment Program

National Institute of Health

2009 to 2012

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Jeanne S. Chall Doctoral Student Research Award

Harvard Graduate School of Education
Cambridge, Massachusetts, October 25, 2007

Model Dissertation Proposal

Harvard Graduate School of Education
Cambridge, Massachusetts, 2005

Harvard Graduate School of Education Fellowship

Cambridge, Massachusetts
2002 – 2004

AmeriCorps Teacher Education for the Advancement of a Multicultural Society (TEAMS)

Award, San Francisco, California
2002 – 2004

Intercultural Institute of California Scholarship

San Francisco, California
1996 – 2002

Dongil Foundation Scholarship

Daegu, South Korea
1989 – 1993

GRANTS AND CONTRACTS

What does it take to develop writing skills for Spanish-speaking English learners? A longitudinal examination of co-development of language, cognitive, and writing skills.

Institute of Education Sciences, US Department of Education, R305A180055

Role: Principal Investigator (Co-PI = Yaacov Petscher)

7/1/2018 – 6/30/2022

Improving Vocabulary Learning through Working Memory Training (\$300,000)

National Science Foundation BCS-1729039

Role: Principal Investigator (Co-PI = Martin Buschkuehl)

8/15/2017 – 7/31/2019

Developing Dynamic Forecasting Intervention Algorithms for Children with Severe Literacy Disabilities (\$995,331)

National Institute of Child Health and Human Development (NICHD), 2P50HD052120

Role: Co-Investigator (PI = Richard Wagner; Project lead = Carol Connor)

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9/22/2017 – 6/30/2022

SRSD+: A powerful writing program for children in Grades 1 and 2 (\$1,400,000)

Institute of Education Sciences, US Department of Education, R305A170113

Role: Principal Investigator (Co-PI = Karen Harris)

7/1/2017 – 6/30/2020

Academic language and writing for children in kindergarten to fourth grade – a longitudinal study (\$1,600,000)

Institute of Education Sciences, US Department of Education, R305A130131

Role: Principal Investigator (Co-PI = Yaacov Petscher)

7/1/2013 – 6/30/2018

Landscape Report on Early Grade Reading (\$146,832)

Subcontract with the University Research Co., funded by the United States Agency for International Development (USAID)

Role: Co-Principal Investigator (PI = Helen Boyle)

8/1/2015 – 8/31/2016

Literacy development and impairment in Korean – Phase II (\$230,000)

National Research Foundation of Korea, NRF-2013S1A3A2054928

Role: PI for the standardization project (overall PI for the grant = Jeung-Ryeul Cho)

9/1/2013– 8/31/2015

Ethiopia READ TA Project (\$1,352,556)

Subcontract to Research Triangle Institute

Funding Agency: United States Agency for International Development (USAID)

Role: Co-Principal Investigator (PI = Flavia Ramos; Co-PI = Jeffrey Milligan)

10/1/2012 – 6/30/2016

PRIORITAS (Prioritizing Reform, Innovation, and Opportunities for Reaching Indonesia's Teachers, Administrators, and Students) (\$890,357.00)

Subcontract to Research Triangle Institute

Funding Agency: United States Agency for International Development (USAID)

Role: Co-Investigator (PI = Helen Boyle; Co-PIs = Flavia Ramos & Jeffrey Milligan)

5/1/2012 – 4/3-/2017

Development of oral and silent reading fluency and its relation with reading comprehension in first through third grade students (\$1,600,000)

Institute of Education Sciences, US Department of Education, R305A120147

Role: Principal Investigator (Co-PI = Yaacov Petscher)

7/1/2012 – 6/30/2018

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Learning Disabilities Research Center (\$8,400,000)

National Institute of Child Health and Human Development, P50 HD052120

Role: PI of Project 3, Writing Development (Overall PI = Richard K. Wagner)

1/1/2012 – 4/30/2017

Examining effective intervention targets, longitudinal intensity, and scaling factors (\$20,000,000)

Institute of Education Sciences, U.S. Department of Education, R305F100027

Role: Co-Investigator (PI: Christopher Lonigan; Co-PI: Carol Connor)

7/1/2010 – 6/30/2016

Teacher Standards Instructional Tool Working Title: The project to Collaborate, Plan, Align, Learn, Motivate, and Share (CPALMS) (\$11,000,000)

Florida Department of Education

Role: Co-Investigator (PI: Rabieh Razzouk)

7/1/2011 - 6/30/2014

CORE travel grant (\$750 each year)

College of Education, Florida State University

2009, 2011, 2012, 2014, 2015, 2016

Literacy development and impairment in Korean – Phase I (\$100,000)

National Research Foundation of Korea, NRF-2010-330-B00299

Role: PI for the longitudinal study (overall PI = Jeung-Ryeul Cho)

9/1/2012 – 8/31/2013

Silent Reading (\$30,000)

RF02085, Taylor Associates

Role: Principal Investigator

4/1/2012 – 12/31/2012

Technology Fee Grant (\$3,000)

School of Teacher Education, College of Education, Florida State University

January 2012

Planning Grant (\$12,000)

Title: Examination of oral retell assessment

Florida State University, Tallahassee, Florida

Role: Principal Investigator

December, 2011 – November, 2012

Faculty Research Support Grant (\$14,000)

Florida State University

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June – August, 2011

Postdoctoral Interdisciplinary Training Program (\$5,000,000)

Institute of Education Sciences, U.S. Department of Education

Role: Project Faculty (PIs: Christopher Lonigan & Christopher Schatschneider)

2010 – 2016

Planning Grant (\$12,000)

Decoding component skills of oral reading fluency for Hispanic English language learners

Florida State University, Tallahassee, Florida

December, 2008 – November, 2009

First Year Assistant Professor Grant (\$16,000)

Oral Reading Fluency Development

Florida State University, Tallahassee, Florida

May-August, 2008

National Science Foundation Dissertation Grant (#0545205) (\$12,000)

Washington DC

January 2006 – May 2007

Spencer Research Training Grant (\$60,000)

Harvard Graduate School of Education, Cambridge, Massachusetts

September 2004 – May 2007

Min Young-Chul Memorial Summer Travel Fellowship (\$3,000)

Korea Institute, Harvard University, Cambridge, Massachusetts

May 2006 – August 2006

Advanced Doctoral Grant (\$12,000)

Harvard Graduate School of Education, Cambridge, Massachusetts

August 2006 – May 2007

Harvard Graduate School of Education Dean's Grant (\$6,000)

Cambridge, Massachusetts

June 2006 – August 2006; June 2005 – August 2005

Language Minority Project Grant (\$5,000)

University of California, Los Angeles, California

October 2004 – May 2005

PUBLICATIONS

Peer-refereed Journal Articles

J.79. **Kim, Y.-S. G.**, & Piper, B. (in press). Cross-language transfer of reading skills: An empirical investigation of bidirectionality and the influence of instructional environments. *Reading and Writing: An Interdisciplinary Journal*.

Impact factor in 2017 = 1.837

J78. **Kim, Y.-S. G.**, Petscher, Y., Wanzek, J., & Al Otaiba, S. (in press). Relations between reading and writing: A longitudinal examination from Grades 3 to 6. *Reading and Writing: An Interdisciplinary Journal*. doi: 10.1007/s11145-018-9855-4 PMCID: PMC5625629

Impact factor in 2017 = 1.837

J77. Connor, C. M., Phillips, B., **Kim, Y.-S. G.**, Lonigan, C. J., Kaschak, M. P., Crowe, E., Dombek, J., Al Otaiba, S. (2018). Examining the efficacy of targeted component interventions on language and literacy for third and fourth graders who are at risk of comprehension difficulties. *Scientific Studies of reading*, 22 (6), 462-484. doi:10.1080/10888438.2018.1481409

Journal for the SSSR (Society for Scientific Studies of Reading); 5-year impact factor = 3.870.

J76. Wawire, B., & **Kim, Y.-S. G.** (2018). Cross-language transfer of phonological awareness and letter knowledge: Causal evidence and nature of transfer. *Scientific Studies of reading*, 22 (6), 443-461. doi: 10.1080/10888438.2018.1474882

Journal for the SSSR (Society for Scientific Studies of Reading); 5-year impact factor = 3.870.

J75. **Kim, Y.-S. G.**, Cho, J.-R., Park, S.-G. (2018). Unpacking direct and indirect relations of short term memory, RAN, phonological awareness, morphological awareness, and orthographic awareness to word reading. *Journal of Learning Disabilities*, 51, 473-481. doi:10.1177/0022219417724817

5-year impact factor = 2.52.

J.74. Katzir, T., **Kim, Y.-S. G.**, & Dotan, S. (2018). Reading self-concept and reading anxiety in second grade children: The roles of word reading, emergent literacy skills, working memory, and gender. *Frontiers in Psychology*. doi: 10.3389/fpsyg.2018.01180

Impact factor for 2016 = 2.323

Katzir & Kim made equal contributions to the article.

J73. **Kim, Y.-S. G.**, Vorstius, C., & Radach, R. (2018). Does online comprehension monitoring make a unique contribution to reading comprehension in beginning readers? Evidence from Eye Movements. *Scientific Studies of reading*, 22 (5), 367-383. doi:10.1080/10888438.2018.1457680 NIHMSID: NIHMS957072

Journal for the SSSR (Society for Scientific Studies of Reading); 5-year impact factor = 3.870.

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J72. Coker, D. L., & **Kim, Y.-S. G.** (2018). Critical issues in the understanding of young elementary school students at risk for problems in written expression: Introduction to the special issue. *Journal of Learning Disabilities, 51*, 315-319. doi:10.1177/0022219417708168
5-year impact factor = 2.52.

J71. **Kim, Y.-S. G.**, Gatlin, B., Al Otaiba, S., & Wanzek, J. (2018). Theorization and an empirical investigation of the component-based and developmental writing fluency construct. *Journal of Learning Disabilities, 51* (4), 320-335. doi:10.1177/0022219417712016 NIHMSID: NIHMS828746
5-year impact factor = 2.52

J70. Erbeli, F., Hart, S. A., **Kim, Y. S.**, & Taylor, J. (2017). The effects of genetic and environmental factors on writing development. *Learning and Individual Differences, 59*, 11-21. doi:10.1016/j.lindif.2017.08.005 PMCID: PMC5739064
5-year impact factor = 2.158.

J69. **Kim, Y.-S. G.** (2017). Multicomponent view of vocabulary acquisition: An investigation with primary grade children. *Journal of Experimental Child Psychology, 162*, 120-133. doi:10.1016/j.jecp.2017.05.004
5-year impact factor = 3.11.

J68. **Kim, Y.-S. G.** (2017). Why the simple view of reading is not simplistic: Unpacking the simple view of reading using a direct and indirect effect model of reading (DIER). *Scientific Studies of Reading, 21*, 310-333. doi:10.1080/10888438.2017.1291643
Journal for the SSSR (Society for Scientific Studies of Reading); 5-year impact factor = 3.656.

J67. Wanzek, J., Gatlin, B., Al Otaiba, S., & **Kim, Y.-S. G.** (2017). The impact of transcription writing interventions for first grade students. *Reading & Writing Quarterly: Overcoming Learning Difficulties, 33*, 484-499. doi:10.1080/10573569.2016.1250142 PMCID: PMC5625629
5-year impact factor = .55

J66. **Kim, Y.-S. G.**, Schatschneider, C., Wanzek, J., Gatlin*, B., Al Otaiba, S. (2017). Writing evaluation: Rater and task effects on the reliability of writing scores for children in Grades 3 and 4. *Reading and Writing: An Interdisciplinary Journal, 30*, 1287-1310. doi:10.1007/s11145-017-9724-6 PMCID: PMC5653319
Impact factor 2017 = 1.837

J65. Barnes*, A., **Kim, Y.-S. G.**, Tighe*, L., Vorstius, C. (2017). Readers in adult basic education: Component skills, eye movements, and fluency. *Journal of Learning Disabilities, 50*, 180-194. doi:10.1177/0022219415609187
5-year impact factor = 2.930; Barnes and Tighe were doctoral students.

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J64. Silverman, R. D., **Kim, Y.-S. G.**, Hartranft, A. M., Nunn, S. J., & McNeish, D. (2017). Effects of a multimedia enhanced reading buddies program in kindergarten and fourth grade. *Journal of Educational Research, 110*, 391-404. doi:10.1080/00220671.2015.1103690

5-year impact factor = 1.307.

J63. **Kim, Y.-S. G.**, & Schatschneider, C. (2017). Expanding the developmental models of writing: A direct and indirect effects model of developmental writing (DIEW). *Journal of Educational Psychology, 109*, 35-50. doi:10.1037/edu0000129 PMID: PMC5330285

APA (American Psychological Association) Journal; 5-year impact factor = 5.24; impact factor for 2017 = 4.43

J62. **Kim, Y.-S. G.**, & Phillips, B. (2016). 5 minutes a day: An exploratory study of improving comprehension monitoring for prekindergartners from low income families. *Topics in Language Disorder, 36*, 356-367. doi:10.1097/TLD.000000000000103

Impact factor in 2014 = 1.625.

J61. Barnes*, A., & **Kim, Y.-S. G.** (2016). Low-skilled adult readers look like typically developing child readers: A comparison of reading skills and eye movement behavior. *Reading and Writing: An Interdisciplinary Journal, 29*, 1889-1914. doi:10.1007/s11145-016-9657-5

5-year impact factor = 1.828; Barnes was a doctoral student.

J60. **Kim, Y.-S. G.**, Petscher, Y., & Park, Y. (2016). Examining word factors and child factors for acquisition of conditional sound-spelling consistencies: A longitudinal study. *Scientific Studies of Reading, 20*, 265-282. doi:10.1080/10888438.2016.1162794

Journal for the SSSR (Society for Scientific Studies of Reading); 5-year impact factor = 3.656.

J59. **Kim, Y.-S. G.**, & Petscher, Y. (2016). Prosodic sensitivity and reading: An investigation of pathways of relations using a latent variable approach. *Journal of Educational Psychology, 108*, 630-645. doi:10.1037/edu0000078

APA (American Psychological Association) Journal; 5-year impact factor = 5.301.

J58. **Kim, Y.-S. G.** (2016). Do live versus audio-recorded narrative stimuli influence young children's narrative comprehension and retell quality? *Language, Speech, and Hearing Services in Schools, 47*, 77-86. doi:10.1044/2015_LSHSS-15-0027

Journal for the ASHA (American Speech, Language, Hearing Association); 5-year impact factor = 1.585.

J57. Guo, Q., **Kim, Y.-S. G.**, Yang, L., & Liu, L. (2016). Does previewing answer choice options improve performance on a reading test? *Reading and Writing: An Interdisciplinary Journal, 29*, 745-760. doi:10.1007/s11145-016-9626-z

5-year impact factor = 1.828.

J56. **Kim, Y.-S. G.** (2016). Direct and mediated effects of language and cognitive skills on comprehension or oral narrative texts (listening comprehension) for children. *Journal of*

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Experimental Child Psychology, 141, 101-120. doi:10.1016/j.jecp.2015.08.003

<https://doi.org/10.1016/j.jecp.2015.08.003>

5-year impact factor = 3.766.

J55. **Kim, Y.-S. G.** (2015). Developmental, component-based model of reading fluency: An investigation of word-reading fluency, text-reading fluency, and reading comprehension.

Reading Research Quarterly, 50, 459–481. doi:10.1002/rrq.107 PMID: PMC4590774

IRA (International Reading Association) journal; 5-year impact factor = 2.681.

J54. Cho, J.-R., Park, S.-G., & **Kim, Y.-S.** (2015). Relations of cognitive skills with reading and listening comprehension among Korean children: A 1-year longitudinal study. *Information: An International Interdisciplinary Journal*, 18, 1975-1982.

Non ISI indexed journal.

J53. **Kim, Y.-S.**, Puranik, C. & Al Otaiba, S. (2015). Developmental trajectories of writing skills in first grade: Examining the effects of SES and language and/or speech impairments. *Elementary School Journal*, 115, 593 – 613. doi:0013-5984/2015/11504-0008 PMID: PMC4489844

5-year impact factor = 1.641.

J52. **Kim, Y.-S. G.**, & Park, Y. H. (2015). Parent-child interactions in bookreading and child's narrative skills for prekindergartners: Exploring "during" vs. "after" book reading interactions. *International Journal of Early Childhood Education*, 21, 1-21.

Non ISI indexed journal.

J51. **Kim, Y.-S. G.**, & Wagner, R. K. (2015). Text (Oral) reading fluency as a construct in reading development: An investigation of its mediating role for children from Grades 1 to 4. *Scientific Studies of Reading*, 19, 224-242. doi:10.1080/10888438.2015.1007375 PMID: PMC4384883

Journal for the SSSR (Society for Scientific Studies of Reading); 5-year impact factor = 3.656.

The most cited article in the journal during 2015-2016 year

J50. **Kim, Y.-S.**, Al Otaiba, S., Wanzek, J., & Gatlin*, B. (2015). Towards an understanding of dimension, predictors, and gender gaps in written composition. *Journal of Educational Psychology*, 107, 79-95. doi:10.1037/a0037210 PMID: PMC4414052

APA (American Psychological Association) Journal; 5-year impact factor = 5.301; Gatlin was a doctoral student.

J49. **Kim, Y.-S. G.**, Park, C., & Park, Y. (2015). Dimensions of discourse-level oral language skills and their relations to reading comprehension and written composition: An exploratory study. *Reading and Writing: An Interdisciplinary Journal*, 28, 633-654. doi:10.1007/s11145-015-9542-7

5-year impact factor = 1.828.

J48. **Kim, Y.-S.** (2015). Language and cognitive predictors of text comprehension: Evidence from multivariate analysis. *Child Development*, 86, 128-144. doi:10.1111/cdev.12293

SRCD (Society for Research in Child Development) flagship journal; 5-year impact factor = 5.83.

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J47. **Kim, Y.-S.**, Al Otaiba, S., & Wanzek, J. (2015). Kindergarten predictors of third grade writing. *Learning and Individual Differences, 37*, 27-37. doi:10.1016/j.lindif.2014.11.009 PMCID: PMC4308812

5-year impact factor = 2.158.

J46. **Kim, Y.-S.**, Petscher, Y., & Foorman, B. (2015). The unique relation of silent reading fluency to end-of-year reading comprehension: Understanding individual differences at the student, classroom, school, and district levels. *Reading and Writing: An Interdisciplinary Journal, 28*, 131-150. doi:10.1007/s11145-013-9455-2

5-year impact factor = 1.828.

J45. Connor, C. M., Phillips, B. M., Kaschak, M., Apel, K., **Kim, Y.-S.**, Al Otaiba, S., Crowe, E. C., Thomas-Tate, S., Johnson, L. K., & Lonigan, C. J. (2014). Comprehension tools for teachers: Reading for understanding from pre-kindergarten through fourth grade. *Educational Psychology Review, 26*, 379-401. doi:10.1007/s10648-014-9267-1 PMCID: PMC3972623

5-year impact factor = 3.974.

J44. Kent*, S., Wanzek, J., Petscher, Y., Al Otaiba, S., & **Kim, Y.-S.** (2014). Writing fluency and quality in kindergarten and first grade: The role of attention, reading, transcription, and oral language. *Reading and Writing: An Interdisciplinary Journal, 27*, 1163-1188. doi:10.1007/s11145-013-9480-1 PMCID: PMC4133358

5-year impact factor = 1.828; Kent was a doctoral student.

J43. **Kim, Y.-S.**, & Phillips, B. (2014). Cognitive correlates of listening comprehension. *Reading Research Quarterly, 49*, 269-281. doi:10.1002/rrq.74

IRA (International Reading Association) journal; 5-year impact factor = 2.681.

J42. Barnes*, A., **Kim, Y.-S.**, & Phillips, B. (2014). The relations of proper character introduction to narrative quality and listening comprehension for young children from high poverty schools. *Reading and Writing: An Interdisciplinary Journal, 27*, 1189-1205. doi:10.1007/s11145-013-9481-0

5-year impact factor = 1.828; Barnes was a doctoral student.

J41. Al Otaiba, S., **Kim, Y.-S.**, Wanzek, J., Petscher, Y., & Wagner, R. (2014). Long term effects of first grade multi-tier intervention. *Journal of Research on Educational Effectiveness, 7*, 250-267. doi:10.1080/19345747.2014.906692 PMCID: PMC4207218

Impact factor = 3.154.

J40. Su*, X., & **Kim, Y.-S.** (2014). Semantic radical knowledge and word recognition in Chinese for Chinese-as-foreign language learners. *Reading in a Foreign Language, 26* (1), 131-152.

Non ISI indexed journal; Su was a doctoral student.

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J39. **Kim, Y.-S.**, Al Otaiba, S., Folsom*, J. S., Greulich, L., & Puranik, C. (2014). Evaluating the dimensionality of first grade written composition. *Journal of Speech, Language, and Hearing Research*, 57, 199-211. doi:10.1044/1092-4388(2013/12-0152) PMID: PMC3972623

ASHA (American Speech, Language, Hearing Association) journal; 5-year impact factor = 2.680.

J38. **Kim, Y.-S.**, Al Otaiba, S., Puranik, C., Folsom*, J. S., & Greulich, L. (2014). The contributions of vocabulary and letter writing automaticity to word reading and spelling for kindergartners. *Reading and Writing: An Interdisciplinary Journal*, 27, 237-253. doi:10.1007/s11145-013-9440-9 PMID: PMC4073102

5-year impact factor = 1.828; Folsom was a doctoral student.

J37. Koo*, J., Becker, B., & **Kim, Y.-S.** (2014). Examining differential item functioning trends for English language learners in a reading test: A meta-analytical approach. *Language Testing*, 31, 89-109. doi:10.1177/0265532213496097

5-year impact factor = 1.385; Koo was a doctoral student.

J36. **Kim, Y.-S.**, Park, C., & Wagner, R. K. (2014). Is oral/text reading fluency a “bridge” to reading comprehension? *Reading and Writing: An Interdisciplinary Journal*, 27, 79-99.

doi:10.1007/s11145-013-9434-7 PMID: PMC4313766

5-year impact factor = 1.828

J35. Yoo, Y. M., Park, S-G., **Kim, Y.-S.**, Seo, A. (2013). Review of intervention studies for children with learning disabilities in Korea. *Journal of Special Education Studies (in Korean)*, 5, 45-65.

Non ISI indexed journal.

J34. **Kim, Y.-S.**, Park, C., & Park*, Y. (2013). Is academic language use a separate dimension in beginning writing? Evidence from Korean children. *Learning and Individual Differences*, 27, 8-15.

doi:10.1016/j.lindif.2013.06.002

5-year impact factor = 2.158; Park was a doctoral student.

J33. Pallante, D., & **Kim, Y.-S.** (2013). The effect of a multicomponent literacy instruction model on literacy growth for kindergartners and first grade students in Chile. *International Journal of Psychology*, 48, 747-761. doi:10.1080/00207594.2012.719628

Impact factor = 1.226.

J32. **Kim, Y.-S.**, Apel, K., & Al Otaiba, S. (2013). The relation of linguistic awareness and vocabulary to word reading and spelling for first-grade students participating in response to instruction. *Language, Speech, and Hearing Services in Schools*, 44, 1-11. doi:10.1044/0161-1461(2013/12-0013) PMID: PMC3852899

Journal for the ASHA (American Speech, Language, Hearing Association); 5-year impact factor = 1.585.

J31. **Kim, Y.-S.**, Al Otaiba, S., Sidler*, J. F., & Greulich, L. (2013). Language, literacy, attentional behaviors, and instructional quality predictors of written composition for first graders. *Early*

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Childhood Research Quarterly, 28, 461-469. doi:10.1016/j.ecresq.2013.01.001 PMID: PMC3778931

5-year impact factor = 3.657; Sidler was a doctoral student.

J30. **Kim, Y.-S.**, & Petscher, Y. (2013). Considering word characteristics for spelling accuracy: Evidence from Korean-speaking children. *Learning and Individual Differences*, 23, 80-86. doi:10.1016/j.lindif.2012.08.002

5-year impact factor = 2.158.

J29. **Kim, Y.-S.**, & Petscher, Y. (2013). Language general and specific factors in letter acquisition: Considering child and letter characteristics in Korean. *Reading and Writing: An Interdisciplinary Journal*, 26, 263-292. doi:10.1007/s11145-012-9367-6

5-year impact factor = 1.828.

J28. Katzir, T., Schiff, R., & **Kim, Y.-S.** (2012). The effects of orthographic consistency on reading development: A within and between cross-linguistic study of fluency and accuracy among fourth grade English- and Hebrew-speaking children. *Learning and Individual Differences*, 22, 673-679. doi:10.1016/j.lindif.2012.07.002

5-year impact factor = 2.158.

J27. **Kim, Y.-S.** (2012). The relations among L1 (Spanish) literacy skills, L2 (English) language, L2 text reading fluency, and L2 reading comprehension for Spanish-speaking ELL first grade students. *Learning and Individual Differences*, 22, 690-700. doi:10.1016/j.lindif.2012.06.009

5-year impact factor = 2.158.

J26. **Kim, Y.-S.**, Wagner, R., & Lopez, D. (2012). Developmental relations between reading fluency and reading comprehension: a longitudinal study from grade 1 to grade 2. *Journal of Experimental Child Psychology*, 113, 93-111. doi:10.1016/j.jecp.2012.03.002 PMID: PMC3836363

5-year impact factor = 3.353.

J25. **Kim, Y.-S.**, Radach, R., & Vorstius, C. (2012). Eye movements and parafoveal processing during reading in Korean. *Reading and Writing: An Interdisciplinary Journal*, 25, 1053-1078. doi:10.1007/s11145-011-9349-0

5-year impact factor = 1.828.

J24. **Kim, Y.-S.**, & Pallante, D. (2012). Predictors of reading skills for kindergartners and first grade students in Spanish: A longitudinal study. *Reading and Writing: An Interdisciplinary Journal*, 25, 1-25. doi:10.1007/s11145-010-9244-0

5-year impact factor = 1.828.

J23. Petscher, Y., & **Kim, Y.-S.** (2011). Efficiency of predicting risk in word reading using fewer, easier letters. *Assessment for Effective Intervention*, 37, 17-25. doi:10.1177/1534508411407761

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Impact factor is not available.

J22. Puranik, C., Lonigan, C., & Kim, Y.-S., (2011). Contributions of emergent literacy skills to name writing, letter writing, and spelling in preschool children. *Early Childhood Research Quarterly*, 26, 465-474. doi:10.1016/j.ecresq.2011.03.002 PMID: PMC3172137
5-year impact factor = 3.657.

J21. Kim, Y.-S., Kang, J. Y. S., & Pan, B. A. (2011). The relationship between children's spontaneous utterances during joint bookreading and their retellings. *Journal of Early Childhood Literacy*, 11, 402-422. doi:10.1177/1468798411409301
ERIC-listed journal.

J20. Kim, Y.-S., Al Otaiba, S., Puranik, C., Folsom, J. S., Greulich, L., & Wagner, R. K. (2011). Componential skills of beginning writing: An exploratory study. *Learning and Individual Differences*, 21, 517-525. doi:10.1016/j.lindif.2011.06.004. PMID: PMC3261783
5-year impact factor = 2.158.

J19. Kim, Y.-S., & Petscher, Y. (2011). Relations of emergent literacy skill development with conventional literacy skill development in Korean. *Reading and Writing: An Interdisciplinary Journal*, 24, 635-656. doi:10.1007/s11145-010-9240-4
5-year impact factor = 1.828.

J18. Kim, Y.-S. (2011). Considering linguistic and orthographic features in early literacy acquisition: Evidence from Korean. *Contemporary Educational Psychology*, 36, 177-189. doi:10.1016/j.cedpsych.2010.06.003
5-year impact factor = 2.435.

J17. Petscher, Y., Kim, Y.-S., & Foorman, B. (2011). The importance of predictive power in early screening assessments: Implications for placement in the response to intervention framework. *Assessment for Effective Intervention*, 36, 158-166. doi:10.1177/1534508410396698
Impact factor is not available.

J16. Kim, Y.-S., Wagner, R. K., & Foster, E. (2011). Relations among oral reading fluency, silent reading fluency, and reading comprehension: A latent variable study of first-grade readers. *Scientific Studies of Reading*, 15, 338-362. doi:10.1080/10888438.2010.493964
PMCID: PMC3131673
Journal for the SSSR (Society for Scientific Studies of Reading); 5-year impact factor = 3.019.

J15. Kim, Y.-S. (2011). Proximal and distal predictors of reading comprehension: Evidence from young Korean readers. *Scientific Studies of Reading*, 15(2), 167-190. doi:10.1080/10888431003653089
Journal for the SSSR (Society for Scientific Studies of Reading); 5-year impact factor = 3.019.

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J14. Petscher, Y., & **Kim, Y.-S.** (2011). The utility and accuracy of oral reading fluency score types in predicting reading comprehension. *Journal of School Psychology, 49*, 107-129. doi:10.1016/j.jsp.2010.09.004 PMID: PMC4314721

5-year impact factor = 3.795.

J13. **Kim, Y.-S.**, Petscher, Y., Schatschneider, C., & Foorman, B. (2010). Does growth rate in oral reading fluency matter in predicting reading comprehension? *Journal of Educational Psychology, 102*, 652-667. doi:10.1037/a0019643

APA (American Psychological Association) Journal; 5-year impact factor = 5.301.

J12. **Kim, Y.-S.**, Petscher, Y., Foorman, B. & Zhou, C. (2010). The contributions of phonological awareness and letter-name knowledge to letter sound acquisition - A cross-classified multilevel model approach. *Journal of Educational Psychology, 102*, 313-326. doi:10.1037/a0018449

APA (American Psychological Association) Journal; 5-year impact factor = 5.301.

J11. **Kim, Y.-S.** (2010). Componential skills in early spelling development in Korean. *Scientific Studies of Reading, 14*, 137-158. doi:10.1080/10888430903034812

Journal for the SSSR (Society for Scientific Studies of Reading); 5-year impact factor = 3.019.

J10. **Kim, Y.-S.** (2009). The foundation of literacy skills in Korean: The relationship between letter-name knowledge and phonological awareness and their relative contribution to literacy skills. *Reading and Writing: An Interdisciplinary Journal, 22*, 907-931. doi:10.1007/s11145-008-9131-0

5-year impact factor = 1.828.

J9. Kang, J. Y. S., **Kim, Y.-S.**, & Pan, B. A. (2009). Five-year-olds' book talk and story retelling: Contributions of mother-child joint bookreading. *First Language, 29*, 243-265.

doi:10.1177/0142723708101680

Non ISI indexed journal.

J8. **Kim, Y.-S.** (2009). Crosslinguistic influence on phonological awareness for Korean-English bilingual children. *Reading and Writing: An Interdisciplinary Journal, 22*, 843-861.

doi:10.1007/s11145-008-9132-z

5-year impact factor = 1.828.

J7. Katzir, T., Lesaux, N., & **Kim, Y.-S.** (2009). Reading self concept and reading comprehension for middle grade elementary school children. *Reading and Writing: An Interdisciplinary Journal, 22*, 261-276. doi:10.1007/s11145-007-9112-8

5-year impact factor = 1.828.

J6. **Kim, Y.-S.** (2009). The relationship between home literacy practices and developmental trajectories of emergent literacy and conventional literacy skills for Korean children. *Reading and Writing: An Interdisciplinary Journal, 22*, 57-85. doi:10.1007/s11145-007-9103-9

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5-year impact factor = 1.828.

J5. **Kim, Y.-S.** (2008). Cat in a hat or cat in a cap? An investigation of developmental trajectories of phonological awareness for Korean children. *Journal of Research in Reading, 31*, 359-378.

doi:10.1111/j.1467-9817.2008.00379.x

5-year impact factor = 1.586.

J4. Katzir, T., **Kim, Y.-S.**, Wolf, M., Morris, R., & Lovett, M. (2008). The varieties of pathways to dysfluent reading: Comparing subtypes of children with dyslexia at letter, word and connected text levels of reading. *Journal of Learning Disabilities, 41*, 47-66.

doi:10.1177/0022219407311325

5-year impact factor = 2.741.

J3. **Kim, Y.-S.** (2007). Phonological awareness and literacy skills in Korean: An examination of the unique role of body-coda units. *Applied Psycholinguistics, 28*, 67-93.

doi:10.1017/S014271640707004X

5-year impact factor = 2.41.

J2. Katzir, T., **Kim, Y.-S.**, Wolf, M., Kennedy, B., Morris, R., & Lovett, M. (2006). The relationship of spelling recognition, RAN, and phonological awareness to reading skills in older poor readers and younger reading-matched controls. *Reading and Writing: An Interdisciplinary Journal, 19*, 845-872. doi:10.1007/s11145-006-9013-2

5-year impact factor = 1.828.

J1. Katzir, T., **Kim, Y.-S.**, Wolf, M., O'Brien, B., Kennedy, B., Lovett, M., & Morris, R. (2006). Reading fluency: The whole is more than the parts. *Annals of Dyslexia, 56*, 51-82.

doi:10.1007/s11881-006-0003-5

5-year impact factor = 1.622.

Book Chapters

BC9. **Kim, Y.-S. G.** (submitted). Interactive dynamic literacy model: An integrative theoretical framework for reading and writing relations. In R. Alves, T. Limpo, & M. Joshi (Eds), *Reading-writing connections: Towards integrative literacy science*.

BC8. **Kim, Y.-S. G.**, & Yun, J. (revise and resubmit). Language learning and teaching for young children: Promoting interactive talk in the classroom. In V. Grøver, P. Uccelli, M. Rowe, & E. Lieven (Eds.), *Learning through language: Towards an educationally informed theory of language learning*. Cambridge University Press.

BC7. **Kim, Y.-S. G.**, & Pilcher, H. (2016). What is listening comprehension and what does it take to improve listening comprehension? In R. Schiff & M. Joshi (Eds.), *Handbook of interventions in learning disabilities* (pp. 159-174). New York: Springer.

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BC6. Ritchey, K. D., McMaster, K. L., Al Otaiba, S., Puranik, C. S., **Kim, Y.-S. G.**, Parker, D. C., & Ortiz, M. (2015). Indicators of fluency writing in beginning writers. In K. Cummings & Y. Petscher (Eds.), *The fluency construct: Curriculum-based measurement concepts and applications* (pp. 21-66). New York: Springer.

BC5. Cho, J.-R., Lee, K.-O., Park, H.-W., Park, S.-G., & **Kim, Y.-S.** (2013). Convergence Research: Theory and Practice. [In Korean]

BC4. Ahmed, Y., **Kim, Y.-S.**, & Wagner, R. (2013). Why should we care about literacy models: Models of reading and writing and who they elucidate the connection between reading and writing. B. Miller, P. McCardle, & R. Long (Eds.), *Integrating Reading and WRITING Instruction in the Classroom*. Baltimore, MD: Paul H. Brookes Publishing Co.

BC3. Puranik, C. S., Wagner, R. K., **Kim, Y.-S.**, & Lopez, D. (2012). Assessing elementary students' transcription and text generation during written translation: A multivariate approach. In Fayol, M., Alamargot, D., & Berninger, V. (Eds.), *Translation of thought to written text while composing: Advancing theory, knowledge, methods, and applications*. New York: Psychology Press.

BC2. **Kim, Y.-S.**, & Snow, C. E. (2009). Text modification: Enhancing ELLs' reading comprehension. In E. H. Hiebert (Ed.), *Finding the Right Texts for Beginning and Struggling Readers: Research-Based Solutions* (pp. 129-148). New York: Guilford Press.

BC1. Snow, C. E., & **Kim, Y.-S.** (2007). Large problem spaces: The challenge of vocabulary for English language learners. In R. K. Wagner, A. Muse, & K. Tannenbaum, (Eds.), *Vocabulary acquisition and its implications for reading comprehension* (pp. 123-139). New York: Guilford Press.

Books

B3. **Kim, Y.-S. G.** (2017). *Systematic and Evidence-based Literacy Instruction*. 찬찬히 체계적으로 배우는 읽기 & 쓰기 교육. Seoul, South Korea: Hakjisa [in Korean]

This book covers language and literacy acquisition and instruction for children in prekindergarten to elementary grades, based on empirical research across languages. Target audience includes undergraduate and graduate students as well as teachers and parents. A total of 254 pages.

B2. Piper, B., Dryden-Peterson, S., & **Kim, Y.-S.** (Eds.) (2006). *International education for the millennium: Toward access, equity, and quality*. Harvard Education Publishing Group: MA.

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B1. **Kim, Y.-S.** (2002). *Speak Korean: An interactive approach*. South Korea: Young-Jin Publishing.

Measurement Instruments

MI2. **Kim, Y.-S. G.**, Cho, J.-R., & Park, S.-G. (in preparation). *Language and Reading Assessments in Korean*. Korea Guidance. [in Korean]

This is a standardized and normed assessment on children's vocabulary, listening comprehension, reading fluency, and reading comprehension.

MI1. Cho, J.-R., **Kim, Y.-S. G.**, & Park, S.-G. (2017). *The Korean Test of Literacy Diagnosis (K-TOLD)*. Korea Guidance. [in Korean]

This is a standardized and normed assessment on children's emergent literacy skills (e.g., phonological awareness, morphological awareness, RAN), word reading, and spelling. The tasks can be used as a diagnosis tool to identify developmental status in lexical level literacy skills.

Reports

R8. **Kim, Y.-S. G.**, Boyle, H., Zuilkowski, S., & Nakamura, P. (2016). *The Landscape Report on Early Grade Literacy Skills*. Washington, D.C.: United States Agency for International Development (USAID). Report available at <https://globalreadingnetwork.net/publications-and-research/landscape-report-early-grade-literacy>.

Webinar available at : <https://www.youtube.com/channel/UCzhulfJBsTgjLXIh2HPKoMw>

This report for USAID (United States Agency for International Development) is a comprehensive, systematic survey and review of early literacy acquisition and instruction for children in developing countries. The topics include key areas and skills to promote early grade literacy skills (oral language, reading, and writing), key factors and actors responsible for this (e.g., language of instruction, learning in multilingual contexts; teacher knowledge, education, and parental and community engagements), and long-run considerations (e.g., costs, financing, scaling up, and sustainability).

R7. **Kim, Y.-S.** (2016). Language as an entry point for improving literacy skills. AERA *Knowledge Forum. Research Fact Sheet*. Available at http://www.aera.net/Portals/38/docs/Annual_Meeting/2016%20Annual%20Meeting/2016%20Knowledge%20Forum/Kim.pdf

R6. **Kim, Y.-S.** (2007). Foundations of early literacy acquisition in Korean: Investigating development of phonological awareness, and the role of phonological awareness and letter-name knowledge in literacy acquisition. Unpublished dissertation. Harvard Graduate School of Education.

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R5. Koretz, D., & **Kim, Y.-S.** (2007). Changes in the Black-White performance test score gap in the elementary school grades. National Center for Research on Evaluation, Standards, and Student Testing (CRESST), Center for the Study of Evaluation (CSE). CSE Technical Report, UCLA. Available at <http://www.cse.ucla.edu/products/reports/R715.pdf>

R4. Jukes, M., Vagh, S., B. **Kim, Y.-S.** (2006). Development of assessments of reading ability and classroom behavior. A report prepared for the World Bank.

R3. **Kim, Y.-S.** (2005). Onset-rime or body-coda? Phonological awareness and its role in literacy development in Korean. Unpublished Qualifying Paper, Harvard Graduate School of Education.

R2. **Kim, Y.-S.** (2005). Relationships between home literacy practices and readings skills for language minority and non-language minority children at kindergarten entry and in grade three. National Center for Research on Evaluation, Standards, and Student Testing (CRESST), Center for the Study of Evaluation (CSE). CSE Technical Report, UCLA.

R1. Snow, C. E. & **Kim, Y.-S.** (2003). Syntactic and discourse structures: What should 4th and 5th graders know and be able to do? Briefing paper prepared for the New Standards Committee on 4th and 5th grade literacy, National Center on Education and the Economy and the University of Pittsburgh.

INVITED TALK

Kim, Y.-S. G. (May 29, 2018). *Building success in reading and writing*. Jackson County School District, Florida

Kim, Y.-S. G. (September 28, 2017). *Foundation of learning: Development and instruction of reading skills*. Tsinghua University, China.

Kim, Y.-S. G. (September 28, 2017). *Educational research: Questions and methods*. Tsinghua University, China.

Kim, Y.-S. G. (September 26, 2017). *Dyslexia across languages: Causes and instructional implications*. Tsinghua University, China.

Kim, Y.-S. G. (June 28, 2017). *Development and instruction of language and literacy skills*. Department of Education, Kangwon Province, South Korea.

Kim, Y.-S. G. (June 23, 2017). *Foundation of learning: Development and disability of language and reading skills*. Department of Education, Jeju Province, South Korea.

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Kim, Y.-S. G. (June 22, 2017). *Ensuring successful language and literacy development for children: Implications for policy*. Hallym University, South Korea.

Kim, Y.-S. G. (June 15, 2017). *Essentials for successful reading instruction*. Organization of American States, Washington, DC. (90 registered from 20 countries) Webinar available at <https://youtu.be/OWKDZ9dwArc>.

Kim, Y.-S. G. (April 2, 2017). *Linguistic and cognitive foundation of reading and writing: Component skills and their structural relations*. Interventions in LD Conference, Bar Ilan University, Israel.

Kim, Y.-S. G. (January 10, 2017). *Landscape report of the early grade literacy*. Global Reading Network. Over 300 registered. Webinar available at <https://www.youtube.com/channel/UCzhulfJBsTgjLXIh2HPKoMw>

Kim, Y.-S. G. (April 11, 2016). *Oral language begets literacy*. AERA Presidential Ed-Talk. American Education Research Association, Washington DC. See video at <http://www.aera100.net/ed-talk-videos.html>

Kim, Y.-S. G. (February 17-19, 2016). One of the 32 selected scholars to participate in the AERA Education Research Knowledge Forum and White House Domestic Policy Council Roundtable, Washington DC.

Kim, Y.-S. G. (October, 2015). *Digging deeper into the developmental models of writing*. Writing Research Colloquium at the University of Delaware.

Kim, Y.-S. G. (August, 2015). *Writing development and instruction*. Connecting Research on Language and Literacy to Practice. A Professional Workshop to Literacy Specialists in Collier County, FL, sponsored by the Regional Educational Laboratory Southeast at Florida State University.

Kim, Y.-S. G. (August, 2015). *Vocabulary development and instruction*. Jackson County School District, FL. Professional development for teachers in Jackson County School District.

Kim, Y.-S. G. (April, 2015). *Beyond breaking the code*. Dean's Speaker Series. College of Education, University of Oregon.

Kim, Y.-S. G. (April, 2015). *What does it take to succeed to read and write?* Keynote address at the Research Consortium on Children and Families, University of South Carolina.

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Kim, Y.-S. G. (February, 2015). *The role of reading fluency in reading development*. Jackson County School District, FL. Led professional development for teachers in Jackson County School District.

Kim, Y.-S. (December, 2014). *Reading research and policy in the US context*. Keynote address at the Dyslexia Round Table, South Korea.

Kim, Y.-S. (December, 2014). *The construct of reading fluency*. Korea University, South Korea.

Kim, Y.-S. (November, 2014). *Response to "Legislative effort to prevent and support learning disabilities act"*. Keynote address in the Discussion Round Table for the Good Teachers' Association, South Korea.

Kim, Y.-S. (November, 2014). *Development of early reading*. Kangnam University, South Korea. Part of International Expert Lecture Series.

Kim, Y.-S. (November, 2014). *Why reading fluency matters*. Eskisehir Osmangazi University, Eskisehir, Turkey.

Kim, Y.-S. (November, 2014). *Improving reading fluency – Evidence-based approach*. Hacettepe University, Ankara, Turkey.

Kim, Y.-S. (November, 2014). *Reading fluency and reading comprehension – Developmental nature*. Gazi University, Ankara, Turkey.

Kim, Y.-S. (May, 2014). *Reading fluency and reading comprehension*. Chung-Ang University, South Korea.

Kim, Y.-S. (January, 2014). *Improving children's listening comprehension through comprehension monitoring and oral retell. Connecting Research on Language and Literacy to Practice*. A Conference by the Regional Educational Laboratory Southeast at Florida State University. Ft. Lauderdale, FL

Kim, Y.-S. & Wanzek, J. (January, 2014). *Kindergarten predictors of third grade writing. Connecting Research on Language and Literacy to Practice*. A Conference by the Regional Educational Laboratory Southeast at Florida State University. Ft. Lauderdale, FL

Kim, Y.-S. (2013). *Reading fluency: Its relation to reading comprehension*. KyungNam University, South Korea.

Kim, Y.-S. (2012, October). *Developmental Relation of Reading Fluency and Reading Comprehension*. College of Education, Texas A & M University. Invited speech as part of Frontiers Lecture Series.

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Kim, Y.-S., & Barnes, A. (2012, May). *Perspective taking and listening comprehension*. Invited talk at Barbara Pan Memorial Conference, Harvard Graduate School of Education.

Kim, Y.-S. (2012, October). *Developmental relation of reading fluency to reading comprehension*. Frontier Lecture Series at Texas A & M University, College Station, Texas

Kim, Y.-S. (2006, November). *Language acquisition: syntactic and phonological perspectives*. Mind, Brain, and Behavior Initiative, Harvard University, Cambridge, Massachusetts

Kim, Y.-S. (2006, October). *The cat in the hat or the cat in the cap?* From language to literacy, Harvard Graduate School of Education, Cambridge, Massachusetts

Kim, Y.-S. (2004, July). *Intercultural awareness and metapragmatic awareness*, Salem State College, Salem, Massachusetts

Kim, Y.-S. (1997, October). *Multicultural Perspective in Education*, Education in Korea, University of San Francisco, School of Education, San Francisco, California

PEER-REVIEWED CONFERENCE PAPERS PRESENTED

CP112. **Kim, Y.-S. G.**, & Petscher, Y. (2018). Academic language: Empirical exploration of dimensionality. A paper presented at the annual meeting of the Society for Scientific Studies of Reading. Brighton, United Kingdom.

CP111. **Kim, Y.-S. G.**, & Petscher, Y. (2018). Reading comprehension in the early years: Co-development of mind and language. A paper presented at the annual meeting of the Society for Text and Discourse. Brighton, United Kingdom.

CP110. **Kim, Y.-S. G.**, & Quinn, J. (2018). Direct and indirect relations of language and cognitive correlates of language comprehension at the discourse level: A meta-analysis. A paper presented at the annual meeting of the Society for Text and Discourse. Brighton, United Kingdom.

CP109. Connor, C. M., **Kim, Y.-S. G.**, & Yang, D. (2018). Personalizing literacy instruction for diverse learners, including children with severe reading and writing difficulties. A paper presented at the Extraordinary Brain Symposium, South Africa.

CP108. **Kim, Y.-S. G.** & Petscher, Y. (2018). Co-development of theory of mind, working memory, vocabulary, and grammatical knowledge from kindergarten to Grade 4. A poster paper presented at the Association for Psychological Science. San Francisco, USA.

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CP107. **Kim, Y.-S. G.** (2018). Reading comprehension unpacked. International Elementary School Classroom Teaching Conference. Istanbul, Turkey.

CP106. **Kim, Y.-S. G.**, Lee, H., & Zuilkowski, S. (2018). Impact of literacy interventions in developing countries: A meta-analysis. A paper presented at the annual conference of the Comparative International Education Society (CIES). Mexico City, Mexico.

CP105. Friedlander, E. & **Kim, Y.-S. G.** (2018). Developing-world parental involvement: The quantified impact of mothers and fathers participating in Literacy Boost. A paper presented at the annual conference of the Comparative International Education Society (CIES). Mexico City, Mexico.

CP104. **Kim, Y.-S. G.**, Vorstius, C., & Radach, R. (2017). Using eye movements to study comprehension monitoring in beginning readers. A paper accepted to present as part of the symposium, "Eye movements during the reading of narrative and poetic text" at the 20th European Conference on Eye Movements (ECEM). Wuppertal, Germany.

CP103. Vorstius, C. & **Kim, Y.-S. G.** (2017). Longitudinal research on eye movements in developing readers: What have we learned so far? A paper accepted at the 20th European Conference on Eye Movements (ECEM). Wuppertal, Germany.

CP102. Wawire, B. & **Kim, Y.-S. G.** (2017). Causal effect of cross language transfer of phonological awareness: a randomized control trial. A paper accepted at the 24th annual conference for the Society of Scientific Studies of Reading. Fairfax, Canada.

CP101. **Kim, Y.-S. G.** & Petscher, Y. (2017). Academic language – dimensionality and relation to reading comprehension. A paper presented as part of the symposium "Unpacking language demands of reading," (Chair: Kim). 24th annual conference for the Society of Scientific Studies of Reading. Fairfax, Canada.

CP100. **Kim, Y.-S. G.** (2017). Why reading comprehension is complex yet simple: Pathways in which various language and cognitive component skills contribute to reading comprehension. A paper presented at a symposium on "Expanding our understanding about comprehension: Theory, Assessment, and Intervention" at the annual conference of the American Education Research Association (AERA). Role: Chair of the symposium and presenter. San Antonio, TX.

CP99. **Kim, Y.-S. G.** (2017). Factors associated with individual differences in vocabulary acquisition. A paper presented at a symposium on "Moving toward a multicomponent model of vocabulary learning in school" at the annual conference of the American Education Research Association (AERA). San Antonio, TX.

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CP98. Lonigan, C. J., Connor, C. M., Phillips, B., & **Kim, Y.-S. G.** (2017). When data and theory collide: Designing and evaluating successful interventions for young children's comprehension-related processes. A paper presented at a symposium at the annual conference of the Society for the Research in Educational Effectiveness (SREE). Washington, DC.

CP97. **Kim, Y.-S. G.**, & Piper, B. (2017). Beyond the average treatment effect: Differential effects of an intervention on growth trajectories of literacy skills as a function of student characteristics. Symposium at the annual conference of the Society for the Research in Educational Effectiveness (SREE). Washington, DC.

CP96. **Kim, Y.-S. G.** (2017). Expanding the literacy learning toolkit in Rwanda: Evidence from a randomized control trial. A discussant at a symposium at the annual conference of the Society for the Research in Educational Effectiveness (SREE). Role: Discussant. Washington, DC.

CP95. **Kim, Y.-S. G.**, & Piper, B. (2017). Using longitudinal data to understand L1-L2 bidirectional relations in literacy acquisition in Kenya. Paper presented at a symposium, Using longitudinal data for improving literacy: Greater precision, power and poignancy, at the annual conference of the Comparative International Education Society (CIES). Washington, DC.

CP94. **Kim, Y.-S. G.** (2017). Conceptualizing and measuring writing fluency. Paper presented at a symposium, Writing assessment: Implications for theory and intervention for various populations. Writing Across Borders (WRAB). Role: Organizer and presenter. Bogota, Columbia.

CP93. **Kim, Y.-S. G.** (2017). A direct and indirect effects model of developmental writing (DIEW) II. Paper presented at a symposium, Writing development and instruction across preschool and elementary school. Writing Across Borders (WRAB). Bogota, Columbia.

CP92. **Kim, Y.-S. G.** (2017). Arteries of academic achievement: Do certain malleable skills underlie multiple outcomes? Symposium at the annual Pacific Coast Research Conference (PCRC). Role: Discussant. San Diego, California.

CP91. Yoon, J. M., & **Kim, Y.-S. G.** (2017). A meta-analysis on the relationship between syntactic skills and reading comprehension. Poster paper presented at the annual Pacific Coast Research Conference (PCRC). Role: Discussant. San Diego, California.

CP90. **Kim, Y.-S. G.** (2016). Writing development and instruction for primary-grade children. Paper presented as part of a symposium, Examining the etiology, diagnosis, and treatment of reading, writing, and language disabilities: New findings from the Florida Center for Reading Research, at the International Dyslexia Association conference. Orlando, Florida.

CP89. Ahmed, Y., Wagner, R. K., & **Kim, Y.-S. G.** (2016). Using meta-analytic structural equation modeling to jointly model components of the Simple View of Reading and the Not-So-Simple

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July 2018

view of Writing. Paper presented at the 23rd annual conference for the Society for Scientific Studies of Reading. Porto, Portugal.

CP88. **Kim, Y.-S. G.** (2016). What explains the relation of reading comprehension to written composition? Paper presented at the 23rd annual conference for the Society of Scientific Studies of Reading. Porto, Portugal.

CP87. Vorstius, C., **Kim, Y.-S. G.**, & Radach, R. (2016). On the influence of text materials in silent and oral reading in beginning readers: Studying fluency and comprehension with eye movements. Paper presented at the 23rd annual conference for the Society of Scientific Studies of Reading. Porto, Portugal.

CP86. **Kim, Y.-S. G.**, Petscher, Y., & Vorstius, C. (2016). Eye movements in oral and silent reading and reading proficiency for beginning readers. Paper presented as part of a symposium, Understanding Reading: Methods for Assessing Underlying Processes and Problems, at the 100th Annual Meeting of the American Education Research Association. Washington, DC.

CP85. **Kim, Y.-S. G.**, Boyle, H., & Malik, S. (2016). Landscape Report on Primary Grade Literacy: Process, findings, and questions. Paper presented as part of a symposium, Evidence on early literacy, at the Comparative and International Education Society. Vancouver, Canada.

CP84. **Kim, Y.-S. G.** (2016). Relative importance of language and cognitive skills to reading comprehension. Paper presented at the British Dyslexia Association. Oxford, United Kingdom.

CP83. **Kim, Y.-S.** & Boyle, H. (2015). Landscape of early grade reading in international contexts. Paper presented as part of a symposium, EGR Research: Policy, Landscape, & Data, at the Education Summit by USAID (United States Agency for International Development). Washington, DC.

CP82. Yun, J.-M., & **Kim, Y.-S. G.** (2015). Examining the relationships of syntactic awareness to reading comprehension: A Meta-analysis. 60th Annual Meeting of the Florida Educational Research Association.

CP81. Yun, J.-M., & **Kim, Y.-S. G.** (2015). A comparative analysis of K-5 literacy curriculum in 2015 Korean National Curriculum and American Common Core State Standards. International Conference of Education Research. Seoul, Korea.

CP80. Vorstius, C., **Kim, Y.-S. G.**, & Radach, R. (2015). Eye movement control in oral vs. silent reading: Evidence from a large sample of very young readers. Paper accepted to be presented at the 18th European Conference on Eye Movements. Vienna, Austria.

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CP79. **Kim, Y.-S.** (2015). Pathways of influences of language and cognitive skills to reading comprehension. Paper presented at the 22st annual conference for the Society of Scientific Studies of Reading, Hawaii.

CP78. Phillips, B., Connor, C., **Kim, Y.-S.**, & Lonigan, C. (2015). Language for understanding: Two large-scale studies of small-group language interventions in prekindergarten and kindergarten. Paper presented at the 22st annual conference for the Society of Scientific Studies of Reading, Hawaii.

CP77. Vorstius, C., **Kim, Y-S. G.**, & Radach, R. (2015). What is the relation between oral and silent reading fluency and reading comprehension in beginning readers? An eye movement study. Poster presented at the 22st annual conference for the Society of Scientific Studies of Reading, Hawaii.

CP76. Barnes, A., & **Kim, Y-S. G.** (2015). Comparing low-skilled adult readers to typically developing beginning readers. Poster presented at the 22st annual conference for the Society of Scientific Studies of Reading, Hawaii.

CP75. Pilcher, H., & **Kim, Y-S. G.** (2015). Using generalizability theory to investigate the reliability of learning environment quality ratings. Poster presented at the 22st annual conference for the Society of Scientific Studies of Reading, Hawaii.

CP74. Wanzek, J., **Kim, Y-S. G.**, & Al Otaiba, S. (2015). Kindergarten predictors of third grade writing. Paper presented at the 22st annual conference for the Society of Scientific Studies of Reading, Hawaii.

CP73. Gatlin, B., **Kim, Y.-S. G.**, & Wanzek, J. (2015). *Dialect and reading outcomes: A multiple group confirmatory factor analysis*. Poster presented at the 22st Annual Society for the Scientific Study of Reading Conference, Hawaii.

CP72. **Kim, Y.-S. G.** (2015). Relative contributions of language and cognitive skills to listening comprehension tasks. Paper presented at the Pacific Coast Research Conference, San Diego, CA. Part of a symposium "Oral and reading comprehension: Identifying and intervening on malleable predictors."

CP71. Gatlin, B., Diehm, E., & **Kim, Y.-S.** (2014, November). A comparison of dialect use in oral and written narratives among second and third grade students. Poster presented at annual meeting, American Speech and Hearing Association, Orlando, FL.

CP70. Diehm, E., Gatlin, B., & **Kim, Y.-S.** (2014, November). Dialectal/linguistic influences on spelling of second and third grade students in a written narrative. Poster presented at annual meeting, American Speech and Hearing Association, Orlando, FL.

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CP69. **Kim, Y.-S.** (2014). Nature of reading fluency and its role in reading development. Paper presented at the International Conference on the Processing of East Asian Languages (ICPEAL) conference, Seoul, South Korea.

CP68. **Kim, Y.-S.** (2014). Examination of simple- and not-so-simple view of writing for elementary grade children. Paper presented at the Sig Writing Conference, Amsterdam, The Netherlands. Part of a symposium "Models of writing, discourse knowledge, and intervention in writing development for elementary grade children" chaired by Kim, Y.-S.

CP67. **Kim, Y.-S.**, Park, Y. H., & Petscher, Y. (2014). Development of spelling in Korean: Examining word characteristics. Paper presented at the Sig Writing Conference, Amsterdam, The Netherlands. Part of a symposium "Cross-language orthographies: A tribute to Malt Joshi" chaired by Berninger, V. W.

CP66. **Kim, Y.-S.** (2014). Simple view of reading and multi-component view of reading: Convergence of divergence? Paper presented at the Society for the Scientific Studies of Reading, Santa Fe, New Mexico, USA.

CP65. Pilcher, H., **Kim, Y.-S.**, Kelcey, B., & Petscher, Y. (2014). Reading instruction and first graders' literacy skills. Poster paper presented at the Society for the Scientific Studies of Reading, Santa Fe, New Mexico, USA.

CP64. Barnes, A., & **Kim, Y.-S.** (2014). Reading characteristics of adult basic education participants: a preliminary investigation into eye movement. Poster paper presented at the Society for the Scientific Studies of Reading, Santa Fe, New Mexico, USA.

CP63. **Kim, Y.-S.** (2014). The relation between language and writing: Considering modality. Paper presented at the Writing Research Across Borders conference, Paris, France. Part of a symposium chaired by Wagner, R. K.

CP62. **Kim, Y.-S.**, Schatschneider, C., Wanzek, J., & Al Otaiba, S. (2014). Reliability of writing scores using generalizability theory for primary grade students. Paper presented at the Writing Research Across Borders conference, Paris, France. Part of a symposium "Writing assessment from multiple perspectives and for multiple purposes" chaired by Kim, Y.-S.

CP61. **Kim, Y.-S.** (2013). Narrative assessment method and its relation to narrative comprehension and retell quality. Paper presented at the American Speech and Hearing Association (ASHA) Convention in Chicago, Illinois. Part of a symposium, "Narrative Assessment: Exploring Innovative Options for Research & Practice."

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CP60. **Kim, Y.-S.** (2013). Theoretical foundations and validity evidence of EGRA and EGRA-like assessments. Paper presented at the CIES South East Regional Conference, Tallahassee, FL. Part of a symposium "Reading assessment using EGRA: Theoretical foundations, validity evidence, and country experiences" chaired by Kim, Y.-S.

CP59. Gatlin, B., **Kim, Y.-S.**, & Wanzek, J. (2013). The Relative Contribution of Nonmainstream American English Use to Reading Comprehension. Poster paper presented at the annual meeting of the Society for Scientific Studies of Reading, Hong Kong.

CP58. Barnes, A., **Kim, Y.-S.**, & Phillips, B. (2013). African American English: An Exploration in the Factor Structure of AAE and its Relation to Narrative Quality. Poster paper presented at the annual meeting of the Society for Scientific Studies of Reading, Hong Kong.

CP57. Pilcher, H., & **Kim, Y.-S.** (2013). The relationship between quality of instruction and literacy outcomes in first grade. Poster presented at the annual meeting of the Society for Scientific Studies of Reading, Hong Kong.

CP56. **Kim, Y.-S.**, Bishop, D., Petscher, Y., & Cho, J. R. (2013). Comparison of a unique contribution of rapid serial naming to reading in English and Korean. Paper presented at the annual meeting of the Society for Scientific Studies of Reading as part of a panel "Comparison of language and literacy processes in a deep (English) and a shallow (Korean) orthography" chaired by Kim, Y.-S. & Cho, J.R., Hong Kong.

CP55. Cho, J. R., Kim, B.-H., & **Kim, Y.-S.** (2013). Semantic knowledge in listening and reading comprehension among Korean children. Paper presented at the annual meeting of the Society for Scientific Studies of Reading as part of a panel "Comparison of language and literacy processes in a deep (English) and a shallow (Korean) orthography" organized by Kim, Y.-S., Hong Kong.

CP54. **Kim, Y.-S.**, Wanzek, J., & Al Otaiba, S. (2013). Kindergarten language and literacy profiles of poor writers in grade three. Poster paper presented at a biennial meeting of the Society for Research in Child Development, Seattle, WA.

CP53. **Kim, Y.-S.**, & Phillips, B. (2013). What cognitive skills contribute to listening comprehension? Paper presented at a biennial meeting of the Society for Research in Child Development as part of the panel, "The Puzzle of Comprehension: Academic Language, Theory of Mind, Monitoring and Repair" organized by Connor, C., Seattle, WA.

CP52. **Kim, Y.-S.**, & Pallante, D. (2013). Comparison of longitudinal predictive relations of DIBELS for English-speaking children and IDEL for Spanish-speaking children. Paper presented at an annual meeting of the Comparative and International Educational Society as part of the panel

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July 2018

“Reading assessment tools going global: What do they measure? Who do they fail? Who benefits? What improves?” organized by Ramos, F., New Orleans, LA.

CP51. **Kim, Y.-S.** (2013). Language and environmental factors at 24 months to early reading acquisition. Paper presented at the Pacific Coast Research Conference, San Diego, CA.

CP50. **Kim, Y.-S.**, & Park, C. (2012). Relations among listening comprehension, list reading fluency, oral reading fluency, and reading comprehension in Korean. Paper presented at the Society for Scientific Studies of Reading, Montreal, Canada. Part of a symposium “Digging Deeper into Reading Fluency” organized by Y.-S. Kim & G. Biancarosa.

CP49. Al Otaiba, S., **Kim, Y.-S.**, Folsom, J., & Puranik, C. (2012). Growth trajectories of writing for typical children and children with language impairment. Paper presented at the Society for Scientific Studies of Reading, Montreal, Canada. Part of a symposium “What does it take to write well? Examination of writing in various languages.”

CP48. Barnes, A., **Kim, Y.-S.**, & Phillips, B. (2012). Young children’s narratives: use of story structure and linguistic devices in story retell and story production. Poster presented at the Society for Scientific Studies of Reading, Montreal, Canada.

CP47. Kent, S., **Kim, Y.-S.**, Al Otaiba, S., & Wanzek, J. (2012). Kindergarten predictors of first grade writing quality. Poster presented at the Society for Scientific Studies of Reading, Montreal, Canada.

CP46. Apel, K., **Kim, Y.-S.**, Al Otaiba, S., & Brimo, D. (2012). The influence of linguistic awareness skills on early literacy abilities of at-risk students. Poster presented at the Society for Scientific Studies of Reading, Montreal, Canada.

CP45. **Kim, Y.-S.**, & Park, C. (2012). Dimensionality and predictors of written composition for primary grade students. Paper presented at American Educational Research Association, Vancouver, Canada.

CP44. Apel, K., Al Otaiba, S., **Kim, Y.-S.**, & Brimo, D. (2011). Linguistic awareness skills and early literacy abilities. Paper presented at American Speech and Hearing Association Annual Meeting, San Diego, California, US.

CP43. **Kim, Y.-S.**, Al Otaiba, S., Folsom, J. S., Greulich, L., & Puranik, C. (July 2011). Measuring quality of writing for beginning writers. Paper presented at the Society for Scientific Studies of Reading, Florida, US.

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CP42. **Kim, Y.-S.**, Petscher, Y., Wagner, R. K., Lopez, D., King, J., & Kantor, T. (February 2011). Reading prosody – What is it and how is it related to reading comprehension? Paper presented at the Pacific Coast Research Conference, San Diego, California, US.

CP41. **Kim, Y.-S.**, Wagner, R. K., Lopez, D., Foster, L., Ahmed, Y., Kantor, P. T. (July, 2010). Developmental relations among oral reading fluency, silent reading fluency, and reading comprehension: A two-year latent variable longitudinal study. Paper presented at the Society for Scientific Studies of Reading, Berlin, Germany.

CP40. **Kim, Y.-S.**, Wagner, R. K., & Foster, L. (March, 2010). Relation of reading fluency with reading comprehension for first-grader readers. Paper presented at the Society for Research on Educational Effectiveness conference, Washington, DC, US.

CP39. Petscher, Y., **Kim, Y.-S.**, & Foorman, B. R. (February, 2010). The differential contribution of oral reading fluency to the prediction of reading comprehension in grades 3-10. Poster presented at the Pacific Coast Research Conference, San Diego, California, US.

CP38. **Kim, Y.-S.**, Al Otaiba, S., Puranik, C., & Wagner, R. (February, 2010). Componential skills of early writing. Paper presented at the Pacific Coast Research Conference, San Diego, California, US.

CP37. Puranik, C., **Kim, Y.-S.**, & Lonigan, C. (February, 2010). Spelling and writing in young children: Issues related to development, identification, and instruction. Paper presented at the Pacific Coast Research Conference, San Diego, California, US.

CP36. **Kim, Y.-S.**, Foorman, B., & Petscher, Y. (June, 2009). Letter names trumps phonological awareness in learning sounds in the beginning of kindergarten – Paper presented at the *Society for Scientific Studies of Reading*, Boston, Massachusetts, US.

CP35. Petscher, Y., **Kim, Y.-S.**, & Foorman, B., (June, 2009). Are few letters better to predict risk status in kindergarten? – Poster paper presented at the *Society for Scientific Studies of Reading*, Boston, Massachusetts, US.

CP34. Pallante, D., & **Kim, Y.-S.** (June, 2009). Effect of professional development on student literacy achievement in a Latin American context – Poster paper presented at the *Society for Scientific Studies of Reading*, Boston, Massachusetts, US.

CP33. **Kim, Y.-S.** (April, 2009). Interplay between word characteristics and cognitive skills in conventional spelling in Korean – Poster paper presented at *the Society for Research in Child Development*, Boston, Massachusetts, US.

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July 2018

CP32. **Kim, Y.-S.**, Kang, J. Y. S., Pan, B. A. (April, 2009). Children's contribution during joint bookreading is important to their retellings and emergent literacy skills – Poster paper presented at *the Society for Research in Child Development*, Boston, Massachusetts, US.

CP31. **Kim, Y.-S.**, & Petscher, Y. (February, 2009). Joint predictive probabilities of oral reading fluency for reading comprehension – Poster paper presented at *the Pacific Coast Research Conference*, San Diego, California, US.

CP30. **Kim, Y.-S.** (December, 2008). Predicting Early Literacy Skills in Korean: The Role of Vocabulary Knowledge and Phonological, & Orthographic Awareness – Paper presented at the *National Reading Conference*

CP29. **Kim, Y.-S.** (December, 2008). Interlingual influence on phonological awareness for bilingual children – Paper presented at the *National Reading Conference*

CP28. **Kim, Y.-S.**, Petscher, Y., Schatschneider, C., & Foorman, B. (July, 2008). Does growth in oral reading fluency predict reading comprehension? – Paper presented at *the Society for Scientific Studies of Reading Conference*

CP27. Petscher, Y., Schatschneider, C., **Kim, Y.-S.** (July, 2008). A Comparison of Oral Reading Fluency Trajectories Using Equated and Non-Equated Data from DIBELS Oral Reading Fluency – Paper presented at *the Society for Scientific Studies of Reading Conference*

CP26. **Kim, Y.-S.**, Vagh, S. B., & Jukes, M. (March, 2008). Relationship between oral reading fluency and reading comprehension in Swahili and English – *Paper presented at the Comparative and International Education Society, 58nd Annual Conference*

CP25. Vagh, S. B., **Kim, Y.-S.**, & Jukes, M. (March, 2008). Class size and pedagogy: Which teaching methods are crowded out by free primary education in Kenya? – *Paper presented at the Comparative and International Education Society, 58nd Annual Conference*

CP24. **Kim, Y.-S.** (February, 2008). Bilingual children's phonological awareness: influence of oral language characteristics and relationship with literacy skills – *Paper presented at the National Association for Bilingual Education Conference*

CP23. **Kim, Y.-S.** (February, 2008). The nature of phonological awareness for Korean-English bilingual children – *Paper presented at the National Association for Bilingual Education Conference*

CP22. **Kim, Y.-S.** (November, 2007). Does phoneme awareness mediate the relationship between letter-name knowledge and literacy skills in Korean? – Paper to be presented at the *National Reading Conference*

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July 2018

CP21. **Kim, Y.-S.**, Katzir, T., & Wolf, M. (April, 2007). Word reading skills mediates the relationship between orthographic processing and reading comprehension for dyslexic children. – *Poster paper presented at the Society for Research in Child Development*

CP20. **Kim, Y.-S.** (April, 2007). Developmental trajectories of phonological awareness for Korean children. – *Poster paper presented at the Society for Research in Child Development*

CP19. Katzir, T., Leseaux, N., **Kim, Y.-S.** (April, 2007). Expanding the Simple View of Reading: The Role of Reading Self-Concept and Home Literacy in Fourth Graders' Reading Comprehension. – *Poster paper presented at the Society for Research in Child Development*

CP18. **Kim, Y.-S.** & Kang, J. Y. S. (November, 2006). Phonological awareness for Korean-English bilingual children. – *Poster paper presented at the Boston University Conference on Language Development, Boston*

CP17. **Kim, Y.-S.** (July, 2006). The contribution of phonological awareness and phonotactic awareness to reading skills in Korean. – *Paper presented at the Society for Scientific Studies of Reading, Vancouver, Canada*

CP16. Katzir, T., **Kim, Y.-S.**, Wolf, M., Kennedy, B., Morris, R., Lovett (June, 2006). Naming speed and phonological awareness: same of different deficits in children with dyslexia. – *Paper presented at the Language and Literacy Conference at Tel-Aviv University, Israel.*

CP15. **Kim, Y.-S.** (January, 2006). Relationships between home literacy practices for language-minority and non-language minority children at kindergarten entry and grade three. – *Paper presented at the Early Educational Experiences of Language-Minority Children, Sacramento, California; Discussant: Dr. Jamal Abedi*

CP14. **Kim, Y.-S.** & Katzir, T. (April, 2005). Orthographic recognition and reading comprehension skills. – *Presented as Interactive Discussion at the American Educational Research Association, Montreal, Canada*

CP13. Katzir, T., **Kim, Y.-S.**, Wolf, M. (April, 2005). The relationship of orthographic pattern recognition to reading fluency. – *Poster presented at the Society for Research in Child Development, Atlanta, Georgia*

CP12. **Kim, Y.-S.**, Kang, J. Y. S., Pan, B. A. (April, 2005). The relationship between mother-child book reading and child's story retelling and literacy skills in low-income families. – *Poster presented at the Society for Research in Child Development; Atlanta, Georgia*

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CP11. **Kim, Y.-S.** (April, 2004). Transfer of phonological awareness from Korean to English. – *Presented as Round Table Discussion at the American Educational Research Association, San Diego, California*

CP10. **Kim, Y.-S.** (April, 2004). Phonological awareness and reading and in Korean. – *Presented as Round Table Discussion at the American Educational Research Association, San Diego, California*

CP9. **Kim, Y.-S.** (June, 2003). Phonological awareness in first language for second language reading skills. – *Paper presented at the Korea Association of Teaching English (KATE), Chungnam National University, Daejun, Korea*

CP8. **Kim, Y.-S.** (February, 2003). The role of phonological transfer from L1 to L2 for Korean-English bilinguals. – *Paper presented at the Student Research Conference & International Forum, Harvard Graduate School of Education, Massachusetts*

CP7. **Kim, Y.-S.** (July, 1998). Understanding different conversational styles in ESL classrooms. – *Paper presented at the American Language Institute, San Francisco State University, California.*

CP6. **Kim, Y.-S.** (April, 1998). Culturally speaking and culturally cooperative. – *Paper presented at the CATESOL, Annual Conference, Pasadena, California*

CP5. **Kim, Y.-S.** & Doyle, T. (April, 1998). English only in classrooms: Linguicism or good teaching practice? – *Paper presented at the CATESOL, Annual Conference, Pasadena, California*

CP4. **Kim, Y.-S.** (March, 1998). Cultural differences of speakers in intercultural conversations. – *Paper presented at the TESOL '98, International TESOL Conference, Seattle, Washington*

CP3. **Kim, Y.-S.** & Doyle, T. (February, 1998). The importance of first language in ESL and KFL classes. – *Paper presented at the NABE '98, Bilingual Education Annual Conference, Dallas, Texas*

CP2. **Kim, Y.-S.** (November 1997). More than linguistic competence. – *Paper presented at the CATESOL, Northern California Regional Conference, San Francisco, California*

CP1. **Kim, Y.-S.** (May 1997). Cultural differences in intercultural communications. – *Paper presented at the TESOL Conference, San Francisco State University, California*

UNIVERSITY TEACHING

University of California at Irvine

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2016 to present

- EDU 218: Foundation of Learning: Oral Language – it's Development and Learning
- EDU 208: Reading and Writing Development
- EDU 326: Curriculum and Methods in Elementary Reading
- EDU 151/PSB 192: Language and Literacy

Dissertation Committee Member

- Summer Wang (graduated in 2017)
- Tamara Tate (2017 to 2018; graduated in 2018)
- Tien Ho (2017 to date; advanced to candidacy in 2018)
- Karen Taylor (2017 to date; advanced to candidacy in 2018)

Florida State University

Tallahassee, Florida

2007 to 2016

- RED 6747: Theory & Research in Language Education
- RED 5147: Foundations of Developmental Reading
- LAE 5515: Language and Literacy Assessment
- RED 5546: Diagnosis of Reading Disabilities
- RED 5109: Development and Assessment of Emergent Reading and Writing
- RED 5947: Seminar and practicum in Reading and Language Arts
- RED 5911: Supervised Research
- TSL 5915: Supervised Research
- LAE 5336: Supervised Research
- EEX 5911: Supervised Research
- EEX 5863: Supervised Teaching
- RED 5906: Directed Individual Study
- RED 8966: Masters Comprehensive Exam
- RED 8968: Specialist Comprehensive Exam
- RED 8976: Masters Thesis Defense
- RED 8964: Doctoral Preliminary Exam
- RED 6980: Dissertation
- RED 8985: Dissertation Defense

Doctoral Advisor

- Heather Pilcher (graduated in 2016)
- Brenda Wawire (to graduate in 2017)
- Kathryn Smith (2014-2016)
- Joonmo Yun (2015-2016)
- Seyma Intepe (2015-2016)

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July 2018

- Adrienne Barnes (graduated in 2015)
- Xiaoxiang Su (graduated in 2010)

Doctoral Committee University Representative

- Jamie Quinn (graduated in 2016)
- Umit Tokac (graduated in 2016)
- Laura Elizabeth Hume (graduated in 2015)
- Elizabeth Tighe (graduated in 2015)
- Heesung Kim (graduated in 2015)
- Yusra Ahmed (graduated in 2014)
- Katharine Bedsole
- Aimee Ninette Jones
- Dana Brown
- Marry Priya Jerry
- Wykia Shante Macon
- Katherine Peterson Summers

Dissertation Committee Member

- Brandy Gatlin (2012 to 2015)
- Shawn Kent (2013 to 2014)
- Tingxuan Li (2012 to date)
- YiChieh Wu (2012 to 2013)
- Younghee Park (2012)
- Jennifer Dombek (2012 to 2013)
- Trish Kantor (2012)
- Andrea Carlile (2011 to date)
- Kylie Flynn (2011 to 2012)
- Julia Lee (2011 to 2012)
- Melissa Luck (2010 to 2012)
- Elizabeth Crowe (2007 to 2008)
- Yaacov Petscher (2008)
- Elissa Ardnt (2008 to 2009)
- Jessica Logan (2008)
- Lila Rissman (2008 to 2009)

Master's Committee Chair

- Husfelt, A., graduate. (2012).
- Jada Williams, graduate. (2012).
- Morgan, A. S., graduate. (2012).
- Williams, J. W., graduate. (2012).

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- Baisden, J. E., graduate. (2012).
- Kornstein, S. E., graduate. (2011).
- Chatfield, K. E., graduate. (2011).
- Garriga, M. G. C., graduate. (2011).
- Ferns, K., graduate. (2011).
- Haarer, K. J., graduate. (2011).
- Metcalf, A. M., graduate. (2011).
- Stefany, C. L., graduate. (2011).
- Williams, C. L., graduate. (2011).
- Holcomb, P. P., graduate. (2010).
- Davis, I. N., graduate. (2010).
- Mohamed-Ismail, S., graduate. (2010).
- Scofield, C. R., graduate. (2009).
- Coker, M., graduate (2014).
- Komedat, T., graduate (2014).
- Lenfest, A. L., graduate (2014).
- Roulhac, T. M., graduate (2013).
- Meng, S., graduate (2015)
- Fox, H. L. graduate (2015)
- Tornes, K.
- Rieth, A. graduate (2016)
- Gerber, E. graduate (2016)
- Kinsel, R. graduate (2016)
- Rosenbaum, A. graduate (2016)

Master's Committee Member

- Keune, R. L., graduate.
- Maclean, A. B., graduate.
- Nunez, M. R., graduate.
- Smith, E. E., graduate.
- Cribbs, W. H., graduate.
- Kirk, A. S., graduate.
- Beck, T. M., graduate.
- Milliron, E., graduate.
- Phipps, J., graduate.
- Burr, M. E., graduate.
- Barnes, A. E., graduate.
- Rice, T. W., graduate.
- Sisson, K. J., graduate.
- Smith, T. A., graduate.

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- Spiccia, S., graduate.
- Simmons, J. C., graduate.
- Snyder, L. B., graduate.
- Brayman, R. E., graduate.
- Webber, R. E., graduate.
- Murphy, M. K., graduate.
- Russell, K. M., graduate.
- Clark, A. R., graduate.
- Johnson, L., graduate
- Jemison, E., graduate.
- Delaney, M. A., graduate.
- Hill, K., graduate
- Hull, C. J., graduate.
- Li, T., graduate.
- Poteet, B. P., graduate.
- Powell, J. P., graduate.
- Short, V. M., graduate.
- Willis, M. V., graduate.
- Jerkins, G., graduate.

Bachelor's Honor's Thesis Committee Member

- Anna Loheim, graduate. (2012).
- Morgan, C., graduate. (2011).
- Ott, D., graduate (2013).

Harvard University, Graduate School of Education (Teaching Fellow)
Cambridge, Massachusetts

- S-011, Understanding Today's Educational Testing
Professor Daniel Koretz
September 2005 – January 2006 (Head Teaching Fellow)
September 2004 – January 2005
- S-061, Methods of Educational Measurement
Professor Daniel Koretz
February 2005 – June 2005
- S-052, Applied Data Analysis
Professor John Willett

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September 2004 – January 2005

- S-030, Intermediate Statistics
Professor Suzanne Graham
February 2004 – June 2004
- H-700, From Language to Literacy
Professors Catherine E. Snow & Barbara A. Pan
September 2003 – January 2004

San Francisco State University

San Francisco, California

- ESL intermediate writing class
January 1996 – May 1996

SERVICE

Profession

Associate Editor

- *Journal of Educational Psychology*
2013 to date
- *Reading and Writing: An Interdisciplinary Journal*
2013 to 2016

Steering Committee

- Global Reading Network (<https://globalreadingnetwork.net/>)
 - This agency is supported by USAID (the United States Agency for International Development) and other donors and plays a key role in developing and disseminating evidence-based practices for primary grade literacy programs
 - Elected by vote by members across the world
 - 2017-2019

Advisory Panel Member

American Psychological Association (APA)

- Berninger, V. W., & Advisory Panel. (2014) *Interdisciplinary frameworks for school assessment, instruction, and learning solutions: Taking into account developmental, individual, family, and cultural differences.*

Editorial Board Member

- *Journal of School Psychology*
2017 to date
- *Reading and Writing: An Interdisciplinary Journal*

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July 2018

- 2016 to date
- *Reading Research Quarterly*
2016 to date
- *School Psychology Review*
2015 to date
- *AERA Open*
2014 to date
- *Florida Reading Journal*
2015 to date
- *Educational Researcher*
2014 to date
- *Journal of Literacy Research*
2009 to 2015
- *Reading and Writing Quarterly*
2009 to date
- *Assessment for Effective Intervention*
2011 to 2012
- *Harvard Educational Review*
May 2004 – May 2005

Manuscript Editor

- *Harvard Educational Review*
June 2005 – May 2006

Ad Hoc Reviewer for Peer-Review Journals

- *Child Development* (2014 to date)
- *Journal of Educational Review* (2014 to date)
- *Review of Educational Research* (2018 to date)
- *Journal of Learning Disabilities* (2016 to date)
- *Contemporary Educational Psychology* (2017 to date)
- *The Reading Teacher* (2016 to date)
- *Dyslexia* (2016 to date)
- *New Directions for Child and Adolescent Development* (2016 to date)
- *Language, Speech, and Hearing Services in Schools* (2015 to date)
- *Journal of Speech, Language, and Hearing Research* (2015 to date)
- *American Journal of Speech-Language Pathology* (2015 to date)
- *Developmental Psychology* (2008 to date)
- *Reading Research Quarterly* (2013 to date)
- *Journal of Experimental Child Psychology* (2012 to date)
- *Scientific Studies of Reading* (2010 to date)

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- *Cognition* (2012 to date)
- *Behavior Research Methods* (2012 to date)
- *Infant and Child Development* (2012 to date)
- *Early Childhood Research Quarterly* (2010 to date)
- *Elementary School Journal* (2012 to date)
- *Learning and Individual Differences* (2011 to date)
- *Applied Psycholinguistics* (2007 to date)
- *Assessment for Effective Intervention* (2008 to date)
- *Journal of Research in Reading* (2007 to date)
- *Cognition and Instruction* (2009 to date)
- *Journal of Research on Educational Effectiveness* (2008 to date)
- *Reading and Writing: An Interdisciplinary Journal* (2010 to date)
- *Educational Psychology* (2010 to date)
- *International Journal of Multilingualism* (2010)

Grant Reviewer

- Standing Review Board member, Humanities and Social Sciences Panel (HSS) of the Research Grants Council (RGC), Hong Kong (2011 – to date)
- Swiss National Science Foundation (2015), Division of Humanities and Social Sciences
- Maternal and Child Health Research Program, US Department of Health and Human Services (2014)
- Israel Science Foundation (2014)
- Standard Research Grant program of the Social Sciences and Humanities Research Council of Canada (SSHRC) (2011, 2017)
- Florida Department of Education (October, 2007)

Mentor at AERA Division C Graduate Student Seminar, 2017

- Meeting with panelists and graduate students at the seminar session during the AERA annual meeting; Providing feedback on writing to a mentee

Workshop & Webinar

- Webinar to educators on the *Landscape of Early Grade Literacy*, January 12, 2017
<https://www.youtube.com/channel/UCzhulfJBsTgjLXIh2HPKoMw>
Over 300 participants registered
- A 3 hour workshop “Beyond decoding: Foundational understanding of development and instruction of reading and writing” at the annual convention of the CIES (Comparative and International Education Society), March 5, 2017

Professional Association Committees

- Society for Scientific Studies of Reading (2015 to present): Historian
- Society for Scientific Studies of Reading (2014 to 2016): Publication Committee member
- Society for Scientific Studies of Reading (2013-2015): Preconference Organizer

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- Society for Research on Educational Effectiveness (SREE) Spring 2014 meeting – Chair for the committee, “Instruction and Student Achievement” Section; organized a panel and a chair for a symposium

Conference proposal reviewer

- Society for Scientific Studies of Reading (2011 to date)
- Society for Research on Educational Effectiveness (2016)
- American Educational Research Association Review Board: Division C-Learning and Instruction (2007 to 2010)
- American Educational Research Association Review Board: Vocabulary SIG (2009 to 2010)
- National Reading Conference (now called Literacy Research Association; May 2007 to 2011)
- Society for Research in Child Development (SRCD, 2010 to date)

Member

- Association for Psychological Science (2016 to date)
- Society for Scientific Studies of Reading (2006 to date; voting member since 2010)
- Society for Research on Child Development (2004 to date)
- National Reading Conference; now called Literacy Research Association (2007 to 2011)
- Pacific Coast Research Conference (2009 to date)
- Society for Research on Educational Effectiveness (2010 to date)
- American Speech-Language Hearing Association (2012-2013)
- Comparative and International Education Study (2008 to date)

Promotion and/or Tenure Review

- Research 1 university (2018): 1 candidate
- Ivy League university (2017): 1 candidate
- Research 1 university (2017): 1 candidate

Graduate mentor

- AERA (2017): Participated in the Division C Graduate Student Seminar

UC Irvine

Search Committee

- High Impact Higher – Assistant professor (2017-2018)
- Education Science – Associate professor (2017-2018)

Council on Education Policy, University of California at Irvine

Sept 2017 to date

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Executive Committee, School of Education, University of California at Irvine
2017 to date

Ph.D. Steering Committee, School of Education, University of California at Irvine
2016 to date

Leader for the Language, Literacy, and Technology Specialization
2017 to 2018

Advisory Board for the Division of Continuing Education Reading Certificate Program
2017 to date
Contact person: Angela Jeantet & Erica Offutt

Florida State University

University Graduate Program Policy Committee Member
2010 to 2012

Promotion and Tenure Committee, College of Education, Florida State University
2015 to 2016

Brainstorming session on mentoring activities
Office of Research, College of Education, FSU
Presented as a panel member
December 17, 2015

Grant Writing Panel Discussion
Office of Research, College of Education, FSU
Presented as a panel member
February 19, 2015

Search Committee

- Educational Policy/Learning Systems Institute
2012-2013

Search committee for a faculty position in Educational Policy with a joint appointment at Learning Systems Institute

Program Leader

- Reading and Language Arts Major, School of Teacher Education at College of Education, Florida State University
- 2013 to date

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Graduate Studies Committee

- Member, School of Teacher Education at College of Education, Florida State University
- 2012 to date

Promotion and Tenure Committee

- Member, School of Teacher Education at College of Education, Florida State University
- 2014 to date

Executive Committee

- Member, Florida Center for Reading Research
- 2015 to date

Department Advisory Board

- member, School of Teacher Education at College of Education, Florida State University
- August 2011 to 2013

International Committee

- Member (2009 to 2012) & Chair (2010 to 2011)
- School of Teacher Education at College of Education, Florida State University

Doctoral Committee

- Member, School of Teacher Education at College of Education, Florida State University
- August 2009 to 2010

Coordinator of Student-Teacher Exchange Program with Korea University

- School of Teacher Education at College of Education, Florida State University
- January 2010 to December 2011

Coordinator of Research Symposium, Florida Center for Reading Research

- Florida Center for Reading Research
- 2012 to 2013

Faculty meeting convener

- School of Teacher Education at College of Education, Florida State University
- 2011 to 2012

Search Committee

- School of Teacher Education/Florida Center for Reading Research
2015-2016

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July 2018

Chair for a search committee for two STE/FCRR faculty positions (Special Education, & Reading and Language Arts)

- School of Teacher Education

2013-2014

Co-chair (with Rebecca Galeano) for a search committee for a faculty position in Second Language Acquisition and Teaching

- School of Teacher Education/Learning Systems Institute

2012-2013

Committee member for a faculty position in International Development/Comparative Education in the Educational Leadership and Policy Studies department

- School of Teacher Education/Florida Center for Reading Research

2012-2013

Committee member for a faculty position in Special Education with a joint appointment at Florida Center for Reading Research

- School of Teacher Education at College of Education, Florida State University

2011-2012

Committee member for a faculty position in Special Education with a joint appointment at Florida Center for Reading Research

- School of Teacher Education at College of Education, Florida State University

2010-2011

Committee member for two faculty positions in Reading/Language Arts and English Education

Florida Assessment for Instruction in Reading (FAIR) item review committee

- April 2010, Review of reading comprehension items included in FAIR

Faculty Evaluation Committee Member

- Learning Systems Institute, Florida State University
- 2009 to 2011

Doctoral Admission Committee Member

- 2004, Harvard Graduate School of Education

Community Service

Coordinator and Listserv Manager

- Student organization called REAL (Reading, Education, And Language)
 - Harvard Graduate School of Education
 - February 2006 – July 2007

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July 2018

- Organized Language Lunch and Poster Party in which faculty members and students present their research related to children's language and literacy development

Student Representative

- Harvard Korean Graduate Students' Association
2002 – 2004

SSAT Committee Member

- National Evaluation Systems, Inc. (NES) & California Commission on Teacher Credentialing (CCTC)
 - February and May 1999
 - Evaluated exams for Single Subject Assessments for Teachers (SSAT) in Korean

OTHER PROFESSIONAL EXPERIENCES

Consultant

- MDRC
September – December, 2016
Helped with review of evidence about literacy development, components or program elements to advance literacy skills, and effective literacy programs
- EyeRead
September – December, 2015
Helped with developing conceptual framework for reading and language assessments for children in kindergarten to Grade 2; developed rubric for evaluation online literacy Apps
- Research Triangle Institute (RTI)
2014
Helped RTI with strategic planning for the next decade. Participants included leading experts in various fields such as domestic and international educational policy and work force development.
- Ohio Education Center
February 2008 to 2014
Helped implement a professional development model and design a longitudinal, randomized control study involving 163 kindergartners and 305 first graders in Chile. Also conducted statistical analyses and wrote reports.

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- Applied Research Consulting
Contact Person: John Harris
October 2006
Conducted statistical analysis using multilevel model for change to examine the effect of mentoring
- American Institute of Research
September 2004
Conducted literature review and developed descriptions for literacy diagnostic assessment measures for Ohio Department of Education

Translation & Interpretation: Korean and English

- California Cosmetology & Barbering License Test (1998)
- US Dairy Export Council (May 13–15, 1998)
- Kia Motors (April 7, 1998)
- National Commission for the Certification of Acupuncturists (1996-1999)
- Intercultural Institute of California (Masters of Arts Course Interpreter October 1997)
- University of California at San Francisco Nursing: Ki (energy) and Health Doctoral Dissertation (1996)