

## Integrative Science – An Example in the Field of Reading

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**Abstract:** Reading and writing are foundational, necessary skills for academic achievement and work places. Despite their importance, too many children in the US do not develop adequate literacy skills. This is partly due to the fact that reading comprehension is a highly complex skill, drawing on numerous language, cognition (higher order cognitive skills and executive function), and print-related skills. Research in the last four decades has been highly informative, delving deeply into each of these skills and providing a wealth of information. However, the majority of previous work has been conducted in disparate lines resulting in a disjointed picture. In this talk, I will present recent efforts in integrating theoretical models within reading and a series of empirical studies validating the integrative models. The central idea of these models is that language and cognitive component skills are inter-related, developing together, and have a hierarchical structure with direct and indirect relations. In addition, the nature of relations is dynamic in that relations change as a function of development, learner characteristics, and measurement of discourse level skills. Theoretical and practical implications and related directions will be noted.



**Bio:** Young-Suk Grace Kim is a professor at University of California, Irvine. She received her Ed.D. at Harvard University in Human Development and Psychology with a concentration on Language and Literacy, and a minor concentration on Quantitative Policy Analysis in Education. She holds Master's degrees in Teaching English to Speakers of Other Languages (TESOL) as well as in Human Development and Culture. She was a former classroom teacher at the primary and secondary schools, and community college in San Francisco, California. Kim's primary research areas include development in language, cognition, and literacy acquisition and instruction across languages and writing systems, including dyslexia and dysgraphia. She examines how various factors co-develop and interact each other. Her research has been supported by the Institute of Education Science, U. S. Department of Education, the National Institute of Child Health and Human Development, and National Science Foundation. Kim received the Presidential Early Career Award for Scientists and Engineers (PECASE) by President Barack Obama; and the Developing Scholar Award and University Teaching Award. She currently serves as an associate editor for the *Journal of Educational Psychology*, and editorial board for several journals including *Reading Research Quarterly*, *Journal of School Psychology*, *School Psychology Review*, and *Educational Researcher*.