Abstract
In the present study we investigated developmental relations among (a) two components of oral reading fluency (word reading fluency and listening comprehension), (b) oral reading fluency, and (c) reading comprehension, using data from samples of English-speaking and Korean-speaking children. A total of 193 English-speaking children were followed from grades one to four, and two cross-sectional samples of 98 kindergarteners and 170 first graders in Korea participated. Results from multi-group structural equation models showed that for English-speaking children, a developmental pattern emerged in which an early independent effect of word reading fluency on reading comprehension becomes mediated by oral reading fluency, and then listening comprehension eventually overtakes the influence of both word and oral reading fluency. For Korean-speaking children, a similar developmental trajectory was observed with the exception that they reached the end at a much younger age.

Biographical Note
Dr. Young-Suk Kim holds joint appointments at College of Education and Florida Center for Reading Research at Florida State University. She received her Ed.D. from Harvard University with a concentration on Language and Literacy. As a former classroom teacher and community college instructor, Dr. Kim’s primary research areas include language and literacy acquisition and instruction, including early literacy predictors, reading fluency and comprehension, and writing. She is currently a Principal Investigator and Co-Investigator of several studies funded by the Institute of Education Sciences, U.S. Department of Education, and National Institute of Child Health and Human Development. Dr. Kim is author or co-author of over 30 journal articles published in journals such as Journal of Educational Psychology, Scientific Studies of Reading, and Applied Psycholinguistics. She currently serves on three journal editorial boards.