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Dr. Trina D. Spencer was awarded a grant from the Department of Education, Institute of Education Sciences for \$1,323,166. This exploratory project leveraged the expertise of education researchers (Trina Spencer, University of South Florida) and corpus linguists (Randy Reppen and Doug Biber, Northern Arizona University) to create a large database of K-3 students' academic language. Researchers partnered with Hillsborough County Public Schools HOST program to complete this research.

Academic language is the pivotal skill repertoire for closing the achievement gap and attention to it is nearly absent in primary grades. Dr. Spencer's long-term goal is to elevate reading and writing achievement by promoting a sustained focus on academic language beginning as soon as students enter school. This necessitates detailed knowledge of children's academic language.

The ALPS research team collected over 10,000 narrative and expository language samples from K-3 students. They have transcribed them and now the ALPS team is analyzing the samples to create comprehensive linguistic profiles of students' vocabulary and grammar focusing especially on the differences between students with above average and below average skills. These gaps indicate where interventions should be directed.

Because the overarching aim of this effort is to reduce the language-based achievement gap, the results will inform the future development of academic language educational materials. Researchers will also produce grade level sequences of vocabulary and grammatical features that educators can address during core instruction.

