



# Help Improve Elementary Science Education!



[CAESART](#) invites your district to participate in a federally-funded research study to better understand how early-grade teachers are integrating literacy into science instruction and how this relates to children's science learning.

## Who?

We are looking for schools and districts that are currently implementing a science curriculum in K and Grade 1 classrooms.

## Why?

To understand the effect of literacy-integrated science teaching on children's science learning, we will compare instruction and children's science learning outcomes in K-1 classrooms using various science curricula.

## Benefits of Participating in the Study

Schools and teachers who join the study will receive:

- **\$5,000** per school to support implementation
- **\$1,000\*** per participating teacher

\*Teachers will be paid in accordance with school/district policies.

## About the Study

The two-year study explores the effect of literacy-integrated science teaching on children's science learning over time. Researchers will collect data from kindergarten teachers and students in 2026/7 school year and first grade teachers and students in 2027/8.

## Why this matters:

- **Build strong foundations:** Early science experiences foster curiosity, conceptual understanding, and positive attitudes – critical for later science achievement.<sup>1</sup>
- **Support literacy growth:** Research shows science instruction improves vocabulary, reading comprehension, and writing.<sup>11</sup>
- **Align district priorities:** Given the many competing priorities for instructional time, this study explores an important strategy for supporting both literacy and science at the same time.

Who?	When?	Where?
K-1 teachers and their students in public elementary schools	Two school years: 2026/7 & 2027/8	In classrooms & virtually

### What's Involved for Teachers?

Science Curriculum Activities	Research Activities
<ul style="list-style-type: none"> <li>Continue using your regular science curriculum as normal</li> </ul>	<ul style="list-style-type: none"> <li>Complete short surveys and participate in interviews</li> <li>Help share study information to parents</li> <li>Coordinate researcher administration of two student science assessments</li> <li>Coordinate with researchers to schedule up to three classroom observations</li> </ul>

Interested in learning more?  
Email [caesart@edc.org](mailto:caesart@edc.org).



Scan or visit [caesart.edc.org](https://caesart.edc.org) to learn more about our work.

<sup>1</sup> Morgan, P. L., Farkas, G., Hillemeier, M. M., & Maczuga, S. (2016). *Science achievement gaps begin very early, persist, and are largely explained by modifiable factors*. *Educational Researcher*, 45(1), 18–35

<sup>ii</sup> Cabell, S. Q., & Hwang, H. (2020). *Science content and literacy integration: An avenue for promoting language and reading comprehension in the primary grades*. *Early Childhood Research Quarterly*, 50, 158–170

