

Planning Emergent Literacy Professional Learning Community (PLC) Content

When planning content for an Emergent Literacy PLC session, early education leaders should focus on four foundational emergent literacy skills that lead to later reading success.

Oral Language

Use of spoken words to express and understand knowledge, ideas, and feelings.

Vocabulary

Knowledge of words and word meanings that make up speech and what we read and write.

Phonological Awareness

Understanding that speech can be broken down into parts, or units of sound, and the ability to manipulate those parts.

Print Knowledge

Knowing letter names, letter sounds, and concepts of print.

How can early childhood leaders ensure the content they are using for a PLC is reliable and evidence-based?

Leaders can:

- ✓ Use reliable research sources on the topic to develop content, such as:
 - [IES Practice Guides](#)
 - [The National Early Literacy Panel Report](#)
 - [What Works Clearinghouse](#)
 - [The IRIS Center summaries](#)
- ✓ Link content to evidence-based teaching practices that teachers can use right away.
- ✓ Ensure content describes the what, why, and how, so teachers build understanding about what a concept is, why it is important, and how to put it into practice.
- ✓ Include classroom scenarios, examples, or videos that demonstrate effective teaching.