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
  - What Works Clearinghouse
  - The National Early Literacy Panel Report
  - 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.