

Emergent Literacy Professional Learning for Early Childhood Educators

The Maine Department of Education (DOE), in collaboration with Maine Roads to Quality Professional Development Network (MRTQ PDN), is offering a free professional learning opportunity for early care and education professionals working in preschool and kindergarten settings. **Emergent Literacy Professional Learning (PLC) Communities** are designed for preschool and kindergarten level educators who are interested in learning more about emergent literacy development and instructional practices for building children's emergent literacy skills between ages 3-6. Emergent literacy skills serve as building blocks for learning to read and write.

The [Emergent Literacy Professional Learning Communities](#) are designed utilizing modules developed by the Institute for Education Sciences. PLC topic areas include **Print Concepts, Phonological Awareness, Vocabulary, and Oral Language**.

Module	Session Topics
Print Knowledge	1. What print knowledge is, why it is important, and how to teach it effectively 2. Teaching print knowledge and using small-group explicit instruction 3. Teaching print knowledge during read alouds and considerations for children with special needs
Phonological Awareness	1. What phonological awareness is, when it develops, and why it is important 2. Levels of phonological awareness and features of effective phonological awareness instruction 3. Phonological awareness instruction in action and considerations for English language learners and students with disabilities
Vocabulary	1. Background on vocabulary 2. How children learn new words, determining which words to teach, and using dialogic reading to teach vocabulary 3. More ways to teach vocabulary and considerations for English language learners and students with disabilities
Oral Language	1. What oral language is, why it is important, how children learn syntax, and how to teach syntax? 2. Teaching oral language through conversations and supporting peer to peer interactions 3. Oral language and listening comprehension and considerations for English language learners and students with disabilities

Each PLC engages participants in short pre-readings (2-3 pages) followed by discussion, video viewing, hands-on learning, and reflective practice with support from peers and trained facilitators during the PLC meetings. PLCs convene 2-3 times and each PLC runs for 90-120 minutes, although some offerings may be day-long, fitting in all of the content in one longer session. In-person and virtual options are available. **[If interested, review the list of offerings found here and use the registration links to sign up.](#)** Registration will remain open until 5 days before a PLC is scheduled to begin.

For additional information, please contact Nicole Madore, Early Childhood Specialist at the Maine DOE, Nicole.Madore@maine.gov or Lee Lingelbach, Technical Assistance Manager at MRTQ PDN, lee.lingelbach@maine.edu.

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