

The ORacle

Council Updates, Literacy Articles, & More!



President's Message

Darlene Geddes

Contact: darlene@oregonread.org



Dear OSLA Members,

As we welcome the energy and renewal that spring brings, we are excited to share this edition of the OSLA newsletter with all of you. Our purpose remains strong: to connect educators across Oregon by sharing valuable information, meaningful resources, and inspiring stories from every corner of our state.

This season's newsletter highlights the heart of what makes our literacy community so powerful. You will find a research-based column grounded in the scholarship of teaching, offering insights into current best practices and ideas shaping our work. We also celebrate the body of strategies from experience, as educators generously share the lessons they have learned in real classrooms with real students. We feel that both have a place in our literacy community.

Throughout this edition, you'll encounter stories from the classroom—narratives that capture the daily triumphs and challenges of literacy teaching. In addition, we are proud to bring you examples of real-world relevance, showing how literacy connects to students' lives and empowers them beyond the classroom.

Thank you for your continued dedication to literacy and learning. Together, we are building a stronger, more connected community of educators who believe in the power of words to change the world.

Wishing you a bright and inspiring summer,

Darlene M. Geddes, Ed. D.

President, Oregon State Literacy Association

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The ORacle is a digital publication issued three times a year by the Oregon State Literacy Association to share council news, literacy legislation updates, research and best practices on literacy topics, and more based on the needs of members and readers.

Editor: Maranda Turner **Contact:** oracle@oregonread.org

Editor's Preview:

The ORacle is an online publication that features columns and other submissions of various literacy topics, including legislative updates, research and evidence based columns providing insights into pre-K - 12 literacy, and briefs about the activities of the local councils. This Spring edition of the ORacle also includes impact reports from the OSLA Literacy Grant Winners. **Here's what you can expect to enjoy in this edition:**

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ANNOUNCEMENTS & OPPORTUNITIES

Discover upcoming events to enhance your literacy knowledge and explore ways to contribute through service opportunities, professional gatherings, and more.

This section also includes key announcements and acknowledges the powerful contributions of specific members of our OSLA Board and community.

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LITERACY GRANT IMPACT REPORTS

Each of the ten OSLA Literacy Grant recipients have provided their impact reports, offering valuable insights into the success of their literacy initiatives. We're excited to showcase the tangible effects of our grant funding. These reports highlight the positive outcomes and reach of the funded projects within our community.

Thank you to all who shared their inspiring work - read on to see the impactful difference our grants are making!

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LEGISLATIVE UPDATE

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COLUMNIST ARTICLES

17: Secondary Literacy: Delve into this issue's evidence-based column for practical strategies to enhance literacy skills in secondary education.

19: Children's Literature: Explore recommendations of fantastic books that spark creativity and encourage inquisitive young minds.

21: Families & Reading: Discover engaging ideas for fostering summer literacy activities.

23: Research & Studies: Investigate the connection between movement and literacy in this issue's research-based column, including highlights of key findings.

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LOCAL COUNCILS

Our network of local councils continues to support literacy in unique ways.

Read their updates to see the diverse events, workshops, and community outreach they've organized. **There's likely activity happening near you!**

Heartfelt Thanks to Cara & Penny for Their Service



Cara Miller

For the past 5 years, the passion behind the Patricia Gallagher Children's Choice Award has come from our ORacle children's literature columnist, Cara Miller. As project lead, she has poured over hundreds

and hundreds of potential choices for this beloved award, established by OSLA (then ORA) in 1997. Convening a selection committee in the summertime, she and her team sift through stacks *piled high* with suggested titles. Tasked with winnowing down the list to just 5 nominees, Cara takes great care to ensure the books selected meet high standards of quality literature. Over 50,000 students in Oregon have been positively impacted by Cara's efforts!

Cara will be stepping down from this position at the end of this school year. We are grateful for her dedication to engaging students with quality literature during her leadership of this project.

Thank you, Cara!



Penny Plavala

Whether you've been involved with OSLA for two months or two decades, no doubt there is a name you've encountered a fair amount of times - and with good reason. For over 20 years, Penny Plavala has been at the core of Oregon State Literacy Association's mission: to grow literacy in Oregon. With an eye for detail and a knack for organization, Penny has committed infinite hours doing just that.

Serving as OSLA's Communications Specialist for the past five years, Penny has been the voice behind countless announcements, professional development opportunities, membership reminders and more. If you've attended any OSLA Zoom events, you've been warmly welcomed by Penny, while behind the scenes she is monitoring the agenda, organizing the door prizes, and ensuring Exec Board members have what they need for a productive and purposeful meeting. Her efforts to organize exhibitors for in-person conferences have been nothing short of heroic.

On a local level, Penny has held leadership roles in the Portland Reading Council, expertly helping to support the work of 10-25 Teachers as Readers groups annually, recognize literacy leaders in the PRC community, provide grants for educators, and offer thought-provoking and relevant professional development.

Effective this year, Penny is stepping away from an official capacity with OSLA. We will miss her terribly, but her myriad contributions leave a legacy of impactful and meaningful practices for us as educators and OSLA members. Thank you, Penny, for the endless ways you have helped us to grow literacy in Oregon. We are better because of you!

Patricia Gallagher Children's Choice Award

OSLA has announced the winners of the Patricia Gallagher Children's Choice Picture Book Award for the 2024-25 school year. These nominated books were read in classrooms and libraries throughout Oregon, and students cast their votes by May 1, 2025.

Since its inception in 1997, the Oregon State Literacy Association has honored Patricia Gallagher, a former professor of children's literature at Western Oregon University, with this award.

A special thank you goes to the selection committee and to all the Oregon students from classrooms and libraries who participated in voting. This year, we received a total of 12,927 votes!



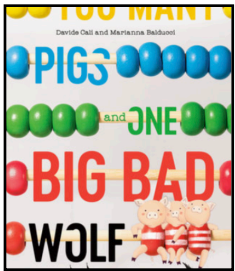
OSLA Literacy Grant Winners Impact Report

Anicia Criscione, Corvallis School District

All students from Bessie Coleman Elementary and Mt. View Elementary in Corvallis, Oregon listened to all five stories multiple times in Art Class. They were able to access the books each time they came to Art Class (once a week for 45 minutes) through direct instruction as well as revisit the books as they completed their art projects, or just needed a brain break. Providing many opportunities for students to access the books helped them to be an informed voter.

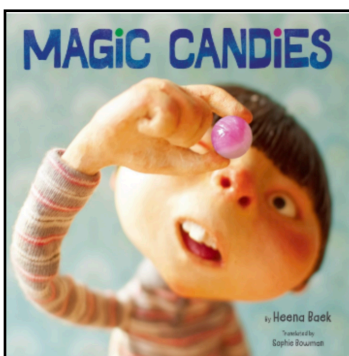
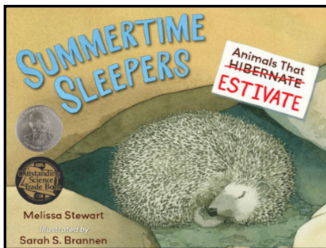
Students were able to learn more about the themes in each book as well as study the various illustrations. They were able to think about and analyze what they thought were the best features in each book. Independently, they decided which book they thought should receive the award based on their analysis. They had the option to share the reasons for why they chose the book, as well as respectfully listen to the reasons why other books were selected.

The students thoroughly enjoyed *Too Many Pigs and One Big Bad Wolf* as a read aloud. Kindergarten and first graders used sponges to stamp the brick background incorporating several colors to make the paper look like a strong brick wall. Then they used a variety of painted paper and other art materials to decorate their pigs.

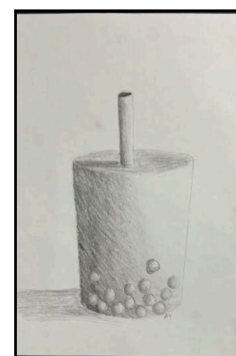


We lined the halls with “too many pigs.”

Students in all grades K thru 5th made both 2D and 3D projects inspired by the animals in *Summertime Sleepers*. Kinders and 1st grade students made convergent ladybugs. Second and third graders made mourning cloak butterflies while second through fourth made spotted turtles. Fourth graders made California tiger salamanders and leopard geckos. Fifth graders chose any animal from the book and made a 2D chalk drawing and a 3D clay sculpture.



Lastly, with the book *Magic Candies*, students were able to create a magical treat and share what made their treat special. They were able to use a variety of materials such as colored pencils, chalk pastels, and painted paper.



Thank you so much for the money to help purchase books for each of the schools as well as materials such as clay, glaze, and model magic to make this a fantastic learning opportunity for so many students.

OSLA Literacy Grant Winners Impact Report

Angela Lattin, Pendleton School District

Thank you for your generous donation of \$250 to support the Pendleton Early Learning Center library Native American section project. The Pendleton Early Learning Center (PELC) is in its 10th year of operation serving every kindergarten student in the Pendleton School District as well as housing both Umatilla Morrow Head Start (UMHS) and Intermountain Education Service District Early Intervention/ Early Childhood Special Education (IMESD EI/ECSE).

Earlier this year, we were awarded a \$10,000 grant from the Wildhorse Foundation, a local organization affiliated with the Confederated Tribes of the Umatilla Indian Reservation. The Intermountain Education Service District librarian weeded the previous selection of books, most all of which were “hand me downs” from other schools and in poor condition. A local Boy Scout troop volunteered to assist with the discard process, and the books were donated to the community, many to a local preschool. The Wildhorse Foundation grant funds were used to replace and add to the shelving and allowed the purchase of a circulation desk, books, and other items. The sheer cost of these items is shocking as \$10,000 quickly dwindled.

The OSLA grant funding was used to purchase a selection of Native American books curated by our IMESD librarian. The total cost of the books was \$254.90. Each book has a sticker inside the book crediting OSLA for the funds used to purchase the books.

The books purchased include:

- Being Home by Sorell
- The Buffalo are Back by Craighead
- Chooch Helped by Rogers
- The Circle of Caring and Sharing by Larsen-Jonasson
- Coming Home: a Hope Resistance Story by Honyouti
- Finding My Dance by Thundercloud
- The Gift of the Great Buffalo by Lindstrom
- The Good Game by David
- The Heartbeat Drum by Havrelock
- Kindred Spirits by Widener
- Let's Go by Flett
- Sara Ponakey, Storycatcher by MacMilan
- This Land is a Lullaby by Simpson
- To Walk the Sky by Buckley



On Thursday, May 8, 2025, the Pendleton Early Learning Center hosted an Open House to celebrate the completion of the 10th year of the Pendleton Early Learning Center and to celebrate the library upgrades. OSLA was recognized on this date along with our other benefactors.

This [video](#) celebrates the OSLA grant at the Pendleton Early Learning Center. Thank you for the generous donation and for helping grow our Native American library section.

OSLA Literacy Grant Winners Impact Report

Christina Jensen, Pine Eagle School District

I am so grateful for the opportunity to expand our classroom library with trade books that reinforce the knowledge and concepts we are learning in our curriculum. I have noticed a huge increase in the number of times I hear a student say, “Mrs. J. We read about this in our close reader!”. Or “Mrs. J. This is one of our vocabulary words”.

Because I was trying to be frugal, I spent a lot of time shopping for the books on various websites. I ended up ordering from our curriculum supplier because it was the best price and group of books that aligned with my curriculum. I didn’t end up ordering until mid-March and received my books at the end of April. I received 30 trade books and teacher guides to continue to reinforce the strategies we are learning. My students loved the books and enjoyed the time to explore and read them independently and as partners.



OSLA Literacy Grant Winners Impact Report

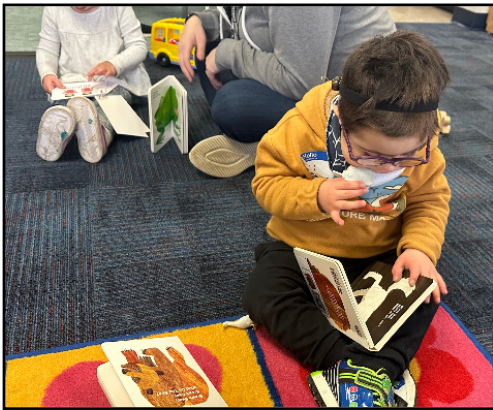
Diana Kincaid, Columbia Regional Inclusive Services/Portland Public Schools

Thank you Oregon State Literacy Association for your generous donation to support the language and literacy development of Deaf and hard of hearing children in the Portland area.

Your donation of \$500 enabled the purchase of 65 board books for children who are deaf/hard of hearing. It also provided 6 opportunities for families to attend a playgroup and receive a book.

We couldn't have done this without your support! Your generous donation enables parents who attend a Deaf and hard of hearing playgroup to take a book home.

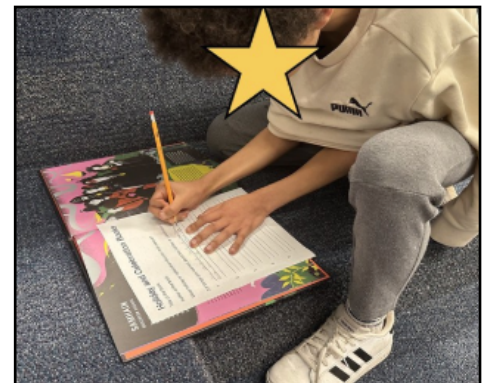
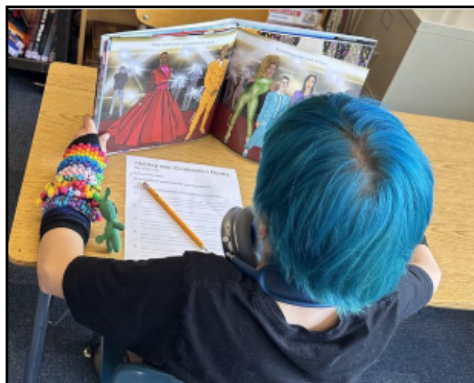
Thank you!



Molly Soloway, Portland Public Schools

I wanted to make sure that the books did not end up being filed away on a shelf and never seen again. To avoid this I did 3 things:

- [illegible]



OSLA Literacy Grant Winners Impact Report

Melissa Pebly, Portland State University & Portland Public Schools

In Jamie Suehiro's *Introduction to Education* course at Ida B. Wells High School, students who are considering careers in education are encouraged to explore the various pathways to becoming a teacher. Jamie continuously seeks unique ways to provide her high school students authentic opportunities to learn knowledge and skills in the field of education that will inspire them to pursue teaching as a career. Ms. Suehiro's dedication to connecting her students to meaningful experiences in K-12 classrooms and through other community partnerships is focused on addressing the teacher shortage in Oregon and beyond.

This school year, in partnership with Portland State University's Department of Special Education, specifically faculty leading the Diverse Inclusive Collaborative Educators (DICE) Project, high school students learned how the principles of Universal Design for Learning (UDL) can eliminate barriers for learners with disabilities in accessing age- and interest-appropriate books.



Special education faculty began the partnership with an introduction to UDL from Dr. Sheldon Loman, Professor of Special Education at PSU. This was followed by Drs. Julie Esparza Brown, Amanda Sanford, and Shaheen Munir McHill - Portland State University Faculty and leaders on the DICE PLUS Grant - hosting a panel and answering questions about career paths in special education.

Potential future educators learned that by adapting materials, in this case, picture books, their K-12 students can have increased accessibility and engagement in literacy tasks. A follow-up assignment required them to practice utilizing the principles of UDL to modify a self-selected picture book to support a learner in their internship setting and present their work to their peers.

Through the support of the Oregon State Literacy Association's grant funds, each of the 30 educators in Jamie's class was able to choose a picture book for a learner in their field placement and were given a wealth of materials to modify the

pictures or text to augment their understanding. For example, one student chose the book, *Stick and Stone* by Beth Ferry. By adding tactile elements under the text (i.e., small stones and sticks), the book became more accessible to learners who may experience visual disabilities and add a concrete representation for learners with intellectual disabilities.



Other adaptations included adding textures to characters, simplifying or highlighting key components of the text, and adding "page turners" for children who have challenges turning the pages of a commercially available book.

Students in Ms. Suehiro's class presented their adapted books as a culminating activity and will utilize them with a chosen learner in their field site.

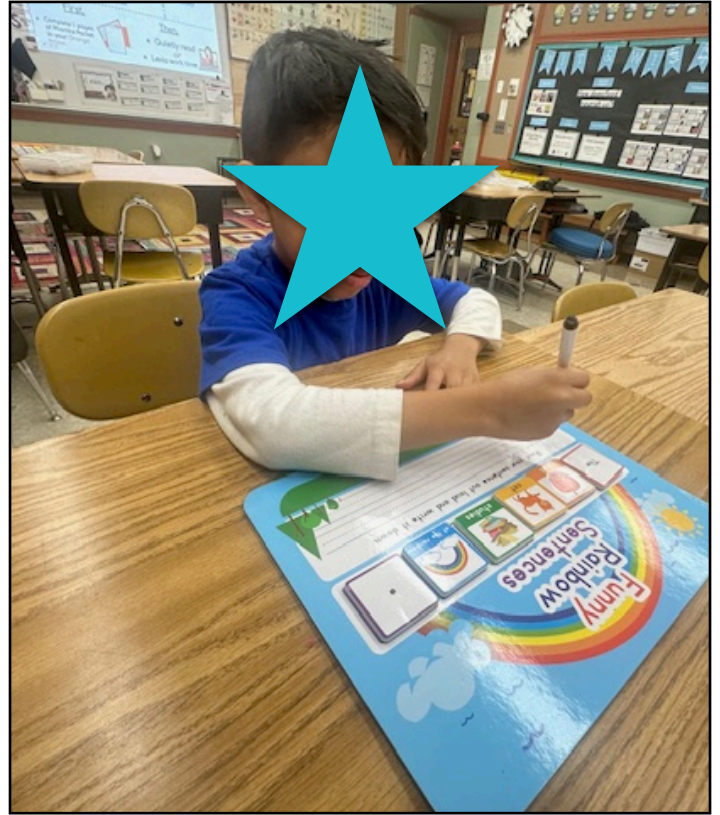


OSLA Literacy Grant Winners Impact Report

Leticia Alvarez, Portland Public Schools

We received \$500 in literacy- and language-based materials to support our language learners at Cesar Chavez. Teachers are enjoying the various resources and are finding ways to integrate the materials into their lessons.

A Cesar Chavez student using the sentence building board to practice his writing skills.



OSLA Literacy Grant Winners Impact Report

Modesta Dominguez, North Clackamas School District

My students are loving these books and it has been helpful to share them with other grade levels.

I am so thankful for this grant and the opportunity to have more books that represent all of my students.

Books as Mirrors, Windows, and Sliding Glass Doors that represent Students with Varying Abilities

I love these books!
~kinder student

That character has an AAC just like my friend!
~kinder student



Modesta Dominguez- Kindergarten Teacher
Sunnyside Elementary School, North Clackamas School District

45 books were purchased that represent students with:
AAC Devices ~ ADHD ~ Autism ~ Down Syndrome ~ Blindness ~ Deafness



OSLA Literacy Grant Winners Impact Report

Jesabel Centeno, Tigard-Tualatin School District

Through this literacy grant, I purchased a collection of culturally responsive Spanish decodable books specifically targeted for second-grade students in need of foundational reading support. To enhance the effectiveness of these resources, I also created and implemented syllable blending templates designed to help students break down and decode multi syllable words more effectively.

In order to maximize the impact of the decodable texts, we incorporated a structured literacy routine into small-group instruction. This routine included echo reading (teacher reads, students repeat), choral reading (whole-group reading in unison), and whisper reading (independent reading at a self-paced level), each of which supported the development of fluency and confidence. As students repeatedly engaged with these texts until mastery, they demonstrated notable improvements in decoding accuracy



and reading fluency. The syllable blending templates proved particularly effective in supporting students' visual and kinesthetic understanding of word structure.

Along the way, we identified the need for additional support, particularly around unfamiliar vocabulary, leading us to add vocabulary previews and visual scaffolds for high-frequency words. We also extended the

use of blending templates into independent and take home practice to reinforce skills.

The structured usage of decodable texts led to measurable

gains in fluency among our targeted second grade students. All six students initially identified as 'at risk' based on the fall IDEL benchmark made measurable progress, with one student moving to 'strategic' and five students reaching the grade level benchmark by spring. This project not only accelerated literacy outcomes in

this dual immersion class but also increased student engagement, built confidence, and curated a love of reading among our second graders.



Debbie Pritchett, West Linn/Wilsonville School District

Serving a diverse K-5 school of over 500 students—18% of whom are multilingual learners with more than 25 home languages—this project is the start of a collection of high-quality, culturally relevant texts, initially focusing on Spanish-English resources. The project aligns with effective literacy practices outlined in the Oregon Literacy Framework by increasing access to content in students' first languages, which supports comprehension and second language acquisition. It also strengthens school-wide equity efforts by investing in resources that honor and elevate multilingual learners.

Students borrowed books to read at home with their families, bridging school and home learning environments. This helped students better understand classroom topics, apply their language skills in meaningful ways, and see their cultural and linguistic identities reflected and valued in their education.

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Legislative Update: Adolescent Literacy Framework

ODE Literacy Team

The ODE Literacy Team is happy to listen, learn, or support as we work together to promote literacy for all students across the state. Reach out to connect with our team at K12.Literacy@ode.oregon.gov.



The Oregon Department of Education (ODE) is expanding its all-out effort to create confident and competent readers and writers with the release of [Oregon's Adolescent Literacy Framework](#) in the

spring of 2025. The framework follows the implementation of the Early Literacy Success Initiative by providing guidance and best practices for research-based literacy instruction in middle and high school.

Following the release of Oregon's Early Literacy Framework in 2023, ODE received many requests for the development of a literacy framework to support educators who teach students in middle or high school. In response to these requests and to help every scholar read and write with confidence and competence, ODE has drafted Oregon's Adolescent Literacy Framework.

ODE included feedback from engagement with educators, literacy experts, and community members across Oregon, building from the preview draft released in May. This final version of Oregon's Adolescent Literacy Framework is informed by this feedback, in addition to the review of extensive literacy research, state and national assessment data, literacy frameworks in other states, consultation with literacy researchers, and conversations with practitioners and community partners.

Oregon's Adolescent Literacy Framework integrates strategies for advanced language and literacy skills to meet the evolving needs of readers and writers in grades 6 through 12. It includes strategies to support students who enter middle school or high school not yet reading fluently or comprehending text at an expected level.

Additional resources to support adolescent literacy will be created and published in the future. The framework is the latest addition to a [suite of programs, materials and services](#) dedicated to addressing the urgent need to strengthen literacy skills among Oregon's students, ensuring they graduate prepared for college, careers, and civic life.

The Early Literacy Framework and the Early Literacy Success Initiative are groundbreaking for the state of Oregon, and we are excited to see the impact that this funding will have on early literacy practices. We look forward to ongoing collaboration and partnership with schools and districts, along with opportunities to spotlight high quality literacy practices as they are implemented across our state.

Literacy Team:

Program Coordinator: [Leanne Moll](#)

Policy Analyst: [Sophie Hiton](#)

Administrative Specialist: [Joey Clarke](#)

Literacy Education Specialist [Katie Trader](#)

Director: [Angelica Cruz](#)

Comprehensive Literacy State Development Grant Program Analyst: [Jenna Montgomery](#)

Comprehensive Literacy State Development Program Coordinator: [Carolina Reyes](#)

Literacy Across the Curriculum: Bringing Life to the Oregon Adolescent Literacy Framework

Dr. Bob Bizjak

Robert J. Bizjak, Ed.D. is a seasoned ELA educator, literacy coach, and professional development facilitator who has worked across secondary ELA and higher education settings. A current classroom teacher, Dr. Bizjak serves on the board of the Oregon Council of Teachers of English, the Oregon Safe Schools and Communities Coalition, and the Oregon State Literacy Association; he also serves as co-editor of the *Oregon English Journal*. Dr. Bizjak has presented at national conferences and has been recognized for his contributions to teacher mentorship and curriculum innovation. True crime and film analysis podcasts, literary theory, and '90s music play pivotal roles in both his personal and professional lives.

Troublingly, Oregon students are struggling to develop the critical reading, writing, and communication skills they need to access complex content, to engage meaningfully with ideas, and to express themselves effectively across disciplines. The recently adopted *Oregon's Adolescent Literacy Framework* acknowledges this reality by offering a comprehensive roadmap for advancing students' literacy development, particularly in middle and high school. The framework stresses that literacy is not limited to ELA—it is the foundation for learning across every subject and every grade level.

As an educator dedicated to student-centered learning and rigorous literacy practices, I have worked to embed the principles of this framework into my teaching. By doing so, I am ensuring that all students—regardless of background or ability—develop the skills and confidence to become lifelong, independent readers and writers. In other words, literacy empowers students to understand and to be understood.

Promoting Deep Engagement

One of the core principles of *Oregon's Adolescent Literacy Framework* is the emphasis on helping students engage with and comprehend complex texts. When reading *Frankenstein*, we approached the novel not just as a story, but as a layered, interdisciplinary text. Students examined the novel through multiple lenses—literary, historical, scientific, and ethical—to deepen their understanding and make meaningful connections. For example, they explored the scientific context of the Enlightenment and early 19th-century experiments in galvanism, discussed the ethical implications of unchecked ambition and technological advancement, and analyzed how Mary Shelley's narrative structure complicates the idea of a single truth.

To support comprehension, we used close reading protocols, collaborative annotation tools, and Socratic seminars to unpack dense passages and complex themes. This approach allowed students to wrestle with challenging ideas and develop the critical literacy skills the Framework prioritizes—skills that prepare them not only for academic success, but for thoughtful civic engagement.

Pre-reading

To support close reading and to prepare students for meaningful literary analysis, we began by building background knowledge through collaborative research. Student groups investigated key contextual topics—Romanticism, Gothic literature, Enlightenment science, and the history of grave robbing—then shared their findings through short presentations that helped establish a shared foundation for reading. We also introduced and discussed complex vocabulary, such as galvanism and the sublime, to equip students with the academic language necessary to access the text.

Throughout the unit, students set personal reading goals and engaged with essential questions like “What does it mean to be human?” and “Who is the actual monster?” These questions encouraged

students to approach the novel thematically while developing their ability to cite textual evidence, track character development, and analyze narrative structure. This layered approach not only deepened comprehension but also scaffolded the critical thinking skills necessary for future literary writing.

During Reading

One strategy we practiced was *annotating with purpose*—marking shifts in tone, tracing motifs like isolation or ambition, noting the importance of diction, and highlighting moments where Shelley’s narrative framing raised questions about secrecy, monstrosity, or the responsibilities of parents. Using a gradual release of responsibility approach, I modeled how to unpack a dense passage in real time, like Victor’s account of animating the creature, by zeroing in on figurative language, word choice, and sentence structure to understand its emotional and thematic weight. We then discussed my findings as a class, always referring back to the annotated passages to support our interpretations.

As their confidence grew with practice, students bore the cognitive lift of deconstructing their own passages for the class. While leading the class, students deconstructed the text, led peer discussions, fielded questions, and facilitated analysis, drawing connections between the text and larger real-world themes and motifs. We then came back as a class to further analyze vocabulary and point out other noticings. It was incredible to watch how this shift away from teacher-directed instruction to student-led analysis empowered students to take greater responsibility for their own learning and to demonstrate their own critical thinking in real time. Even more, these student-led seminars and discussions not only deepened comprehension but also cultivated a classroom culture where inquiry, interpretation, and the use of textual evidence became shared, collaborative responsibilities.

Post Reading

Eventually, students drew on their annotated passages to participate in Socratic seminars, engaging in academic discourse that encouraged them to cite textual evidence, listen actively, and build on one another’s ideas. These structured discussions laid the foundation for analytical writing, as students crafted responses that blended close reading with personal insight and historical context—skills emphasized by *Oregon’s Adolescent Literacy Framework*. Peer feedback sessions further supported revision and reflection, helping students refine their arguments, clarify their use of evidence, and deepen their engagement with the text. The unit culminated in written responses to our essential questions, in which students explored complex ideas around humanity, identity, and moral responsibility. This scaffolded, multi-step approach—grounded in the Framework’s call for intentional strategy use, purposeful discussion, and metacognitive development—ensured that students weren’t just reading *Frankenstein*; they were becoming more confident, curious, and capable readers of any complex text.

Strengthening Writing Across the Curriculum

Oregon’s Adolescent Literacy Framework emphasizes writing as a tool for learning, reflection, and communication—not just in English language arts, but across all content areas. I believe writing should be woven throughout the curriculum, whether students are drafting lab reports in science, constructing arguments in history, or synthesizing literary texts. The framework calls for meaningful, structured writing tasks that mirror real-world applications and give students voice and agency.

While teaching a summer literacy course for PPS, I collaborated with a history teacher to design an interdisciplinary unit that invited students to read Lorraine Hansberry’s *A Raisin in the Sun* alongside studying local examples of housing discrimination and gentrification. Students researched the historical and present-day impact of urban renewal in Portland’s Albina district and other affected neighborhoods. They then conducted interviews with community members, listened to firsthand stories about displacement and resilience, and used that research to craft reflective essays and argument pieces for our

classes. Through this process, students connected the struggles depicted in Hansberry's play to the real-life experiences of individuals and families facing similar challenges in Portland, drawing powerful parallels between the fictional Younger family's fight for a better life and the ongoing fight for equity and stability in their own community.

Because the unit was designed with flexibility in mind, it offered students multiple ways to engage with the content and demonstrate their interdisciplinary understanding. For example, some students penned personal narratives, which likely involved a more creative, individualized approach, while others focused on writing reflective essays or argumentative pieces based on their research. This particular approach allowed students to connect what they were reading in ELA, such as instances of displacement and identity in *A Raisin in the Sun*, with the historical context of housing discrimination and gentrification they were learning about in history; thus, fostering a deeper, more integrated, and more comprehensive understanding of both subjects.

Building Collaborative Learning Opportunities

Oregon's Adolescent Literacy Framework emphasizes the role of collaboration and discussion in deepening students' literacy skills. It's not enough for students to analyze a text in isolation—they also need structured opportunities to engage in dialogue, challenge interpretations, and refine their thinking through collective inquiry.

While analyzing Jim Henson's fantasy film *Labyrinth*, for instance, students collaborated to unpack its symbolic layers, character dynamics, and genre-blending elements. Through Socratic seminars and small-group discussions, students explored motifs, such as adolescence, identity, and power. Using notes they took during small- and large-group discussions, students posed questions to and fielded questions from one another about the film's use of surreal imagery or the significance of Sarah's journey, always supporting their interpretations with evidence from the film's narrative and visual language.

It was noticeable that peer discussions not only strengthened their analytical writing, but also the discussions allowed students who struggle with academic English to practice their skills *before* writing. Equally importantly, the discussions fostered listening and speaking skills central to literacy development. By creating space for student voice, critical dialogue, and shared meaning-making, I helped build a learning community where students felt empowered to take ownership of both their ideas and their growth as thinkers.

Conclusion

Oregon's Adolescent Literacy Framework provides a powerful set of strategies for promoting literacy development in middle and high school students. As an educator, I am committed to implementing these principles to create an inclusive, supportive, and intellectually rigorous classroom.

In my practice, this means designing units that not only engage students with complex, grade-level texts but also provide the scaffolding they need to access and analyze those texts with confidence. I integrate writing instruction across all stages of a unit—encouraging reflective journaling, structured peer feedback, and revision-based writing tasks that help students develop clarity, voice, and argumentative strength. Collaborative structures such as Socratic seminars, reciprocal teaching, and group research projects support academic discourse, deepen comprehension, and unfold meaning. Differentiation is central to this work, ensuring that all learners, including multilingual students and those with varying skill levels, can meaningfully participate and grow.

By weaving together these elements—engagement with complex texts, authentic writing practice, collaboration, and differentiated support—I empower students to develop the critical literacy skills they need not only for academic success, but for thoughtful, informed participation in the world beyond the classroom.

The Place of Evidenced-Based Practice in the Classroom

Wade McJacobs - Secondary Literacy Columnist

Wade McJacobs taught special education for 31 years in the Tigard-Tualatin School District and is the author of numerous articles and two books. He is the founder of Student Empowerment Group, LLC. Wade lives with his wife in an empty nest in Beaverton. He can be reached at wademcj@gmail.com.

Should evidence-based practices be used in the classroom? Of course! Are all practices and strategies performed in the classroom evidence-based? Absolutely not. There is way too much happening in a classroom to expect that every action taken by a teacher comes from a place of evidence-based practices. The challenge is how to incorporate evidence-based practices into instruction. What is the role of science in a profession that is oriented around building relationships with people?

Science is Never 100%

First, it is important to understand inherent limitations of science, especially science that researches human interaction. There is no practice that has 100% efficacy. A 75% positive response, although a good result, begs the question of how to reach the other 25%. Perhaps repetition will work or perhaps another evidence-based practice will improve results. On what basis does the teacher decide which action to take?

Teachers use judgment, judgment based on science and also on experience and relationships with the students. It would be impossible to expect that all factors being considered would be based in science. In fact, a teacher may struggle with explaining why they choose a particular action. The most accurate explanation may be that it just felt right.

Furthermore, expecting teachers to be constantly aware of why they take particular actions could be unproductive and discouraging. Teachers have too much to monitor in a busy classroom, and stopping to consider the research behind any particular action may be interesting, but it is not going to move the learning forward in that moment.

Students are Resilient

Fortunately, students are resilient. As caring professionals dedicated to learning, teachers are constantly trying new practices. The very nature of trying new things is that the practice will not always be performed perfectly and in accordance with the research. Learning is not a one-and-done phenomenon. In fact, much is learned from the mistakes made in the application of a particular practice.

From missteps, students learn that mistakes are part of the process. They become more willing to participate when imperfection is expected. They learn to adjust and try again, just as teachers do, and another attempt comes after a process of learning from mistakes. Communication about mistakes provides rich material for future practice.

Distractions Interfere

Students are not singular entities that are pre-loaded with readiness for learning. Besides academic challenges, such as learning disabilities, students struggle with all sorts of distractions that impede academic learning.

Teachers may be wholly unaware of the distractions of their students. So, when a performance is less than expected, what does the teacher do to seek an explanation and prompt an improved result?

Evidence-based programs probably do not address these kinds of distractions directly.

The teacher must therefore pull from a broader toolbox of skills and practices collected from the scholarship of teaching experiences. The teacher may take the student aside privately to inquire about whether all is well (a heart action we do not use science to justify). Then the teacher must decide how to accommodate the student's difficulties.

Through conversations with the student, the parents, a counselor, etc., adjustments are made. Teachers do not consider the science behind all of this activity. They act from a place of love and concern. They try an action and test the results.

Trusting Our Instincts

As we use evidence-based practices, we must also use instincts of relationship building to connect with our students. Human beings are complicated creatures who behave in unpredictable ways. Completely unpredictable? No. Studies about behavior, such as those concerning Adverse Childhood Experiences and Trauma Sensitive practices, are invaluable for guiding our interactions with students. But these studies are not 100%, and the individual student does not reside in the research.

We learn from research, and we follow procedures prescribed by the scholars behind the research. Inevitably, however, we will fail, and the failure is not necessarily due to faults in our practice. Sometimes the cause of the failure cannot be determined, especially in the moment of its occurrence.

These failures amass as the day carries on. By the end of the day, we have probably forgotten most of the failings. We could consult the research and prepare differently for tomorrow OR more likely we pick up our own kids and go home to make dinner. We hope and trust that we can address the most important mistakes next time they occur.

Conclusion, What Next?

Of course, we must use evidence-based curriculum and practices. We are professionals learning from the research of scholars, and it is our responsibility to continue to learn and improve our practices. So, what do conscientious teachers do to bring their best to their students? How do we establish the partnership between evidence-based practices and our instincts for meeting the needs of our students?

First, take your studies seriously. Learn. Attend conferences and subscribe to professional journals. Second, confer with colleagues and learn from their endless supply of stories of success and failure. Of course, you thoroughly learn your subject matter and effective teaching strategies. Additionally, you need to know your students, and the best source of information on your students, besides the students themselves, will be your colleagues.

Finally, learn to trust and be kind to yourself. Practice mindfulness, and forgive yourself for the mistakes you inevitably make. Teaching is a perplexing task. A single student presents an endless landscape of challenges, and you have 30 (or more) in each class. Rely on the research, and also learn to trust your gut. Do for yourself as teachers constantly do for their students, monitor and adjust. Be mindful, however, that needed adjustments may or may not be based in science.

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Children's Literature Connection

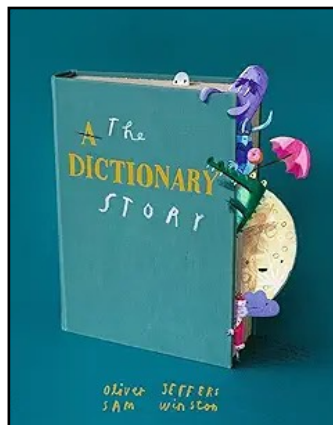
Cara Miller and Christy Koegler

Cara Miller and Christy Koegler are Library Media Technicians in the Corvallis School District. Cara earned her Bachelor of Arts degree in Literature from CSU Sacramento, and Christy earned her B.S. in Human Development from OSU, followed by her teaching licensure from WOU. After Cara's time working for bookstores and libraries, and Christy's as an elementary teacher, both love sharing read-alouds with students in their libraries. As well as many other eerie similarities, both Cara and Christy share a love of hiking, knitting, and reading, as well as spending time with their families (each of them having three children).

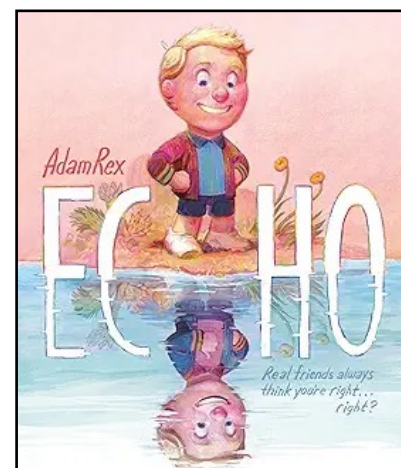
Combining the writing and illustrations of three heavy hitters in children's literature, **Papilio** (Viking) delivers a three-part story of a butterfly metamorphosis. This is a delightful book full of creativity, humor, and lovable characters. The first story, Caterpillar, is written and illustrated by Ben Clanton, author of the Narwhal and Jelly series. Our young caterpillar protagonist pops out of her egg...hungry. As she doesn't have wings yet, she bumps and falls through her new world in search of food, and her story changes with the line, "Got a full belly, time to turn to jelly!" Cory R. Tabor picks up the story with the chrysalis, and the caterpillar (now goo inside the chrysalis) dreams of what it will be like when she is a butterfly. This section in particular is filled with humor as she is protected from the chaos outside her chrysalis. Then Andy Chou Musser finishes the book with his butterfly segment, his artwork giving life to the irregular and unsteady movements of a newly formed butterfly. This book will be a highly entertaining companion for any metamorphosis unit.



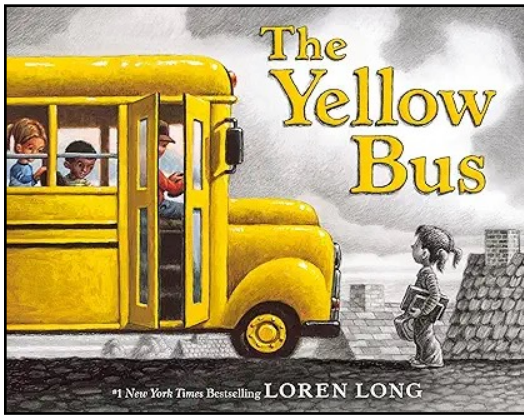
The Dictionary Story by Oliver Jeffers and Sam Winston (Candlewick Press) Is a highly entertaining romp through the world of words. Dictionary contains all the words that other books use, but is a little sad that she cannot tell a story like the others. So she decides to "bring her words to life". This decision produces an alligator who chases a donut, encounters a ghost, and brings chaos farther and farther into the dictionary. By the time the various characters all get caught up in "Tornado's terrible tantrum", Dictionary is in chaos with everything out of place. Dictionary and her words must find a way to set everything right again. With the entertaining illustrations of Oliver Jeffers and the inventive typography of Sam Winston, this book delivers not only an entertaining primary story, but so much information and many more laughs in the dictionary type that runs along the bottom of the pages.



Yet another great book from Adam Rex, **Echo** (Dial Books For Young Readers) does not disappoint. From the day they are born, Junior Junior and his echo agree about everything, and that is how Junior Junior likes it. When a new girl moves in next door, however, he learns that not everyone shares his opinion. This humorous story offers a good lesson in friendship, being wrong, apologies, and that it's okay to disagree with others.



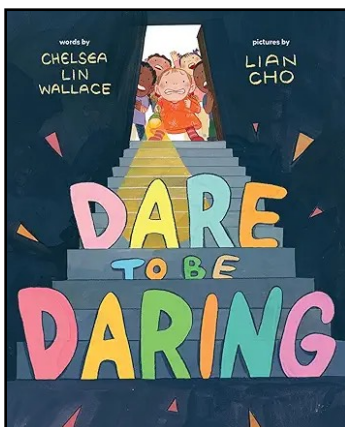
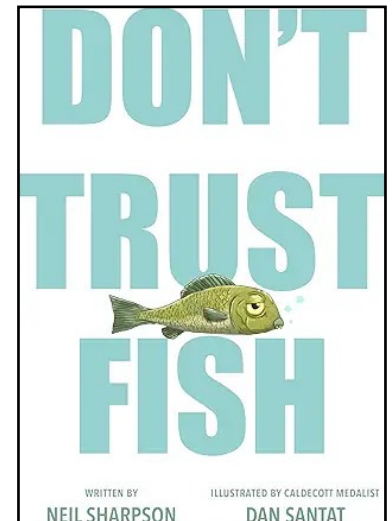
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Ever wonder what happens to large vehicles like school buses when they have outlived their purpose? **The Yellow Bus** by Loren Long (*Roaring Brook Press*) addresses that question. Yellow bus starts out her life by taking children to school. She is filled with joy when she is full of children. Then things change, and now she moves elderly people. But when she is towed out and left in a quiet spot and has no one to move, she is discouraged until another group finds a warm place inside. The story moves through various cycles of this pattern, the black and white pencil illustrations with a bright yellow bus highlighting the different uses it goes through, culminating in a beautiful overview of the town in the end of the book. Reading the sounds Long puts in for

each cycle (children go “pitter-patter, pitter-patter, giggle, giggle-patter”) was reminiscent of the Otis books that I used to read my son over and over when he was young: “putt-puff, puttedy-chuff”, and brought warmth to my heart. I loved not only the different places/uses of the bus, but also her resilience and ability to find joy in each of her situations.

Don’t Trust Fish by Neil Sharpson (*Dial Books for Young Readers*) was one I couldn’t wait to read to students. It starts out as a guide to different kinds of animals, dry and boring (this is a mammal, this is an amphibian, this is a reptile, etc.) but when the fish show up, it’s another story. The author implores us...DON’T TRUST FISH, and proceeds to list the many reasons why fish are not to be trusted. “Fish spend all their time in the water. Where we can’t see them. Are they plotting our doom?” “They may already be in your home. Watching you.” “Ships always sink at sea. They never sink on land. Isn’t that strange?” By the end of the book, we discover who has been writing all this fishy information, and that he might be slightly biased. This read-aloud was fun, but it also could be used to talk about different groups of animals and their characteristics, as well as persuasive writing, bias, and facts versus opinions.



Dare to be Daring by Chelsea Lin Wallace (*Abrams Books*) is written in rhyme and covers many childhood fears including trying a new food, going to the dentist, making new friends, meeting a dog, performing in front of others, riding a bike, and even making a trip to the dreaded dark and scary basement. Illustrations feature a diverse group of characters, and the text encourages children to take a risk and dare to be daring, because trying new things can build feelings of confidence and lead to wonderful rewards.

We hope your summer is filled with many great reads!

Endless Summer

Maika Yeigh - Families & Reading

Maika Yeigh is an Associate Professor at Lewis and Clark College, Graduate School of Education and Counseling.

Families are definitely aware that summer is right around the corner and that the school year is coming to a close. I've always been amazed at the conflicting feelings summer brings. How is it that summer can be both full of promise and trepidation at the same time? Whether yours is a family that has an endless sea of unstructured time or one that summer childcare has been a mash of camps and calling-in-favors and leaving older kids at home, there are plenty of opportunities for fun family literacy! The trick is to not cause more stress or create power struggles while also putting down the screens and reconnecting with each other.

When my son was little, a teacher told me that the muscles in his fingers were not developing. She said to get a crayon or some other writing tool into his hands each day. I bought him a tiny notebook (the kind with the spiral at the top) and each day he would write me a short note. Some days I wouldn't get home from work until after he was asleep, but I could pick up that little notebook, read about his day, and write him a brief note back. It was an easy way for him to practice some literacy skills, work on his developing finger muscles, and for us to have an intimate "conversation" with one another.

Here are some other ideas for your little ones:

- Sidewalk chalk is a favorite for many little kids—and it can be used on any relatively smooth surface. Walk to your local school and draw on the playground, decorate your front stoop, or even adorn a sidewalk.
- Create postcards of the day. Any paper will work for a child to draw a picture and use invented spelling to write some words about their day. You could even take some of that artwork coming home from summer programming and write a message to a family member who may be far away.
- Make a scrapbook of the summer. Scrapbooks can showcase spectacular trips or they can represent our daily lives. Yesterday I found a beautiful blue jay feather on the ground. That feather is perfect for a scrapbook – I can easily tape it onto a piece of paper or into a notebook and write a caption. And last week my dog-loving neighbor brought over a baggie of home-made dog biscuits with a note and a drawing of a dog saying, "Peanut butter biscuits. For dogs, not people!" What a fun note to put into a scrapbook, with a little bit of writing to go with it.
- We need time to decompress too – whether you leave home for work or spend all day with your kids! How about taking a book or drawing paper outside? Bring a towel or a blanket, lay out in the grass ... and read alone or read together. Have a snack or picnic dinner. There is something about being outside in that fresh air while reading that has magical restorative powers!

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Now, what about those teens?? Many schools have done a great job getting our kids off their phones during the school day; it could be a fun challenge to keep that momentum going! Here are some other ideas for older kids:

- Foremost, the ideas above are all applicable to teens with some modifications. Could you imagine grandma receiving a postcard from your teen? After getting over the shock, she would be thrilled!
- How about encouraging your teen to get some friends together to start a book group? Libraries have multiple copies of books and endless choices! Spend some time on the weekend or evening prepping snacks together (bonus time with your kid!) and make a space at home or send them off to the schoolyard or nearby park for their book discussion. A side benefit, of course, is that friendships are one of the buffers against anxiety and loneliness for teens.
- Plant journals can be really fun, especially in the Pacific Northwest where we have beautiful summers with an abundance of greenery. Grab a leaf from under a tree, nip a flower off a shrub, or pull a weed. Use a plant-identification app to find out more. Put them into a journal and then write additional information. Challenge each member of the family to make contributions, and by the end of the summer you could have quite the catalog of Oregon plants!

For the whole family and all-ages, consider reading some books together (everyone *still* loves Harry Potter!) or listening to shared podcasts.

If you are unsure about where to start with podcasts that are children and family friendly, Common Sense Media is a good resource ([commonsensemedia.org](https://www.commonsensemedia.org)).

If you search their site for podcasts, you can find ones specifically targeted to young children (e.g., Camp WeWow), for teens (e.g., The Big Fib, Teenager Therapy), and for the entire family (e.g., Family Road Trip Trivia).

With a few fun literacy ideas in hand, the summer can maintain the promise we want and even help our families find time to recharge—and build literacy—together.

Physical Activity & Reading

Carol Lauritzen - Research & Studies Columnist

Literacy Professor Emerita

As I hope to remain healthy as I age, research about factors that support healthy aging is of interest to me. Recently an article titled “Effectiveness of exercise for improving cognition, memory and executive function: a systematic umbrella review and meta-meta-analysis” (Singh, et al., 2025) caught my attention. I was interested in the topic but I was also curious about the term “meta-meta-analysis”. I’ve written in this column previously about the nature of meta-analysis but a meta-meta-analysis was new to me. While a meta-analysis reviews individual research studies, a meta-meta-analysis is an umbrella review to evaluate all existing reviews and meta-analyses. Thus, it is a meta-analysis of meta-analyses. Singh, et al. (2025) examined 133 reviews involving all populations (youth to elderly, healthy and unhealthy) and all forms of exercise (such as resistance training and yoga). Their findings “provide strong evidence that exercise, even light intensity, benefits general cognition, memory and executive function across all populations, reinforcing exercise as an essential, inclusive recommendation for optimizing cognitive health.” Their conclusions also state: “Children/adolescents and those with ADHD experienced the greatest improvements in memory and executive function, respectively.”

These conclusions led me to research specifically about the relationship between physical activity and reading achievement. I found a number of recent studies both in reading journals and in those related to healthy and physical activity. The overarching conclusion is that physical activity has a positive relationship with reading achievement. A study that specifically looked at students with disabilities (Aspiranti et al., 2023) examined the effect of the use of action desks on achievement and time on task over an 8-week period. Fourth and fifth graders increased time on task and seventh and eighth graders improved on oral reading fluency. Allee and associates (2024) studied a small sample of economically disadvantaged kindergarteners using wrist-based accelerometers to assess physical activity during the school day. They found a significant negative correlation between sedentary behavior and reading which means that children in this population of lower SES students who are more active had higher reading scores. Kern, Graber, Shen, et al. (2018) tested their hypothesis that school-based physical activity opportunities would moderate the negative association between SES and third-grade reading. Schools were surveyed regarding the minutes per week of physical activities (recess and physical education) and achievement data. Statistical analysis revealed that there is a significant relationship showing that physical activity can positively moderate the relationship between SES and third grade reading.

In a study conducted in Australian schools, Macdonald and colleagues (2022) explored whether first year students exposed to a 12 week classroom-based gross motor program progressed differently than those in a classroom-as-usual. Mean change scores for reading were significantly greater for students in the classroom with the gross motor program. Physical activity had a positive effect on reading achievement. Wold et al. (2023) looked at the immediate and long-term effects of the physical activity program called GoNoodle as it applies to reading fluency. Students in the experimental classrooms had higher fluency scores than the control classrooms. The authors concluded that there may be academic value in the consistent practice of including physical activity breaks in the classroom.

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Not all studies showed increased reading scores. Mitts, Lirgg & Lange (2024) investigated if a six-week program of the Minds in Motion maze would affect memory, reading and office referrals. The statistical analysis did not find any increase in reading level over the control group. Teachers indicated that they felt it was a positive activity, especially with classroom management. The fourth-grade study conducted in Georgia (Shore, et al., 2020) found that time spent on physical activity at school was not significantly associated with standardized test scores. They also found that time for physical activity did not detract from academic outcomes and should be utilized due to its health benefits.

Taken as a whole, this body of research has implications for the classroom. Physical activity is important for students' health and well-being and, most likely, has an impact on academic performance. Making sure our school day includes both short movement breaks and longer periods of physical activity has research support.

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Wine & Unwind in Lane County

Priscilla Ing

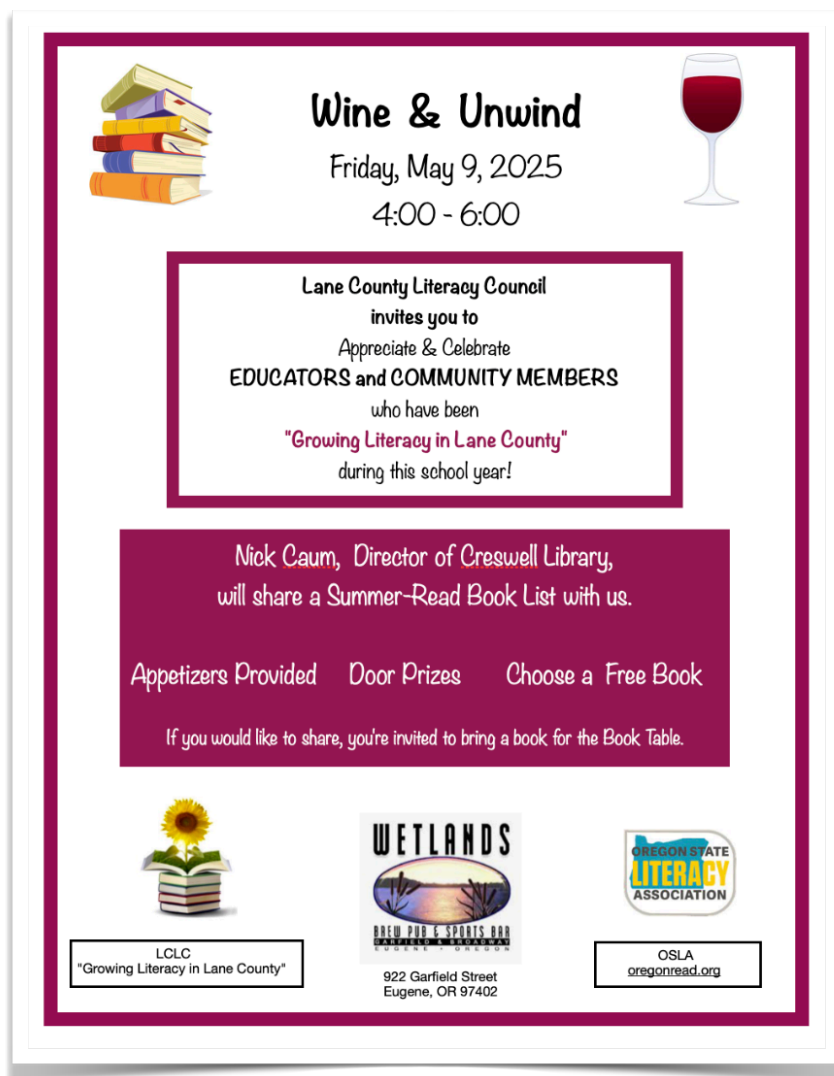
The membership and friends of Lane County Literacy Council were invited to the general meeting and end-of-school-year event on May 9, 2025, at the Wetlands Brew Pub & Sports Bar in Eugene. LCLC provided snacks and participants purchased their own beverages for the afterschool event from 4:00 – 6:00. Door prizes were awarded throughout the meeting.

An overview of the 2024-2025 year was shared by the LCLC board members and the election of officers was held. LCLC 2025-2026 Leadership is as follows: Co-presidents - Mary Jo Huisman & Priscilla Ing; Secretary – Mitzi Shirk; and continuing as the appointed Treasurer is Sharon Reed.

An informative program of summer reading possibilities was presented by Nick Caum, Director of the Creswell Public Library. Nick's recommendations included Young Adult as well as Adult titles that covered several genres. The program concluded with Lane County awards. The Eugene & Springfield restaurant group, CORNUCOPIA, was named as the Gayla Clark Community Partnership Award recipient for their continuing donation of gift certificates to our organization. Named as LCLC Literacy Leader of the year was Priscilla Ing.

Gently used tomes were both donated and offered for selection as the many readers happily shared their reading experiences while selecting a book or two for future enjoyment.

Good Food, Good books, and Great Friends was the theme of the day.



The flyer is titled "Wine & Unwind" and is for a Friday, May 9, 2025 event from 4:00 - 6:00. It features a stack of books on the left and a glass of red wine on the right. The central text, enclosed in a maroon box, invites the Lane County Literacy Council to appreciate and celebrate educators and community members who have been "Growing Literacy in Lane County" during the school year. Below this, a maroon box states that Nick Caum, Director of Creswell Library, will share a Summer-Read Book List. The flyer also lists "Appetizers Provided", "Door Prizes", and "Choose a Free Book", and invites attendees to bring a book for the Book Table if they wish to share. At the bottom, there are three logos: LCLC "Growing Literacy in Lane County" (with a sunflower on books), Wetlands Brew Pub & Sports Bar (with a sunset over water), and the Oregon State Literacy Association (OSLA) logo with the website oregonread.org.


Wine & Unwind
Friday, May 9, 2025
4:00 - 6:00


Lane County Literacy Council
invites you to
Appreciate & Celebrate
EDUCATORS and COMMUNITY MEMBERS
who have been
"Growing Literacy in Lane County"
during this school year!


Nick Caum, Director of Creswell Library,
will share a Summer-Read Book List with us.

Appetizers Provided Door Prizes Choose a Free Book

If you would like to share, you're invited to bring a book for the Book Table.


LCLC
"Growing Literacy in Lane County"


WETLANDS
BREW PUB & SPORTS BAR
922 Garfield Street
Eugene, OR 97402


OSLA
oregonread.org

Mid Valley Literacy Council

Stephanie Higgins

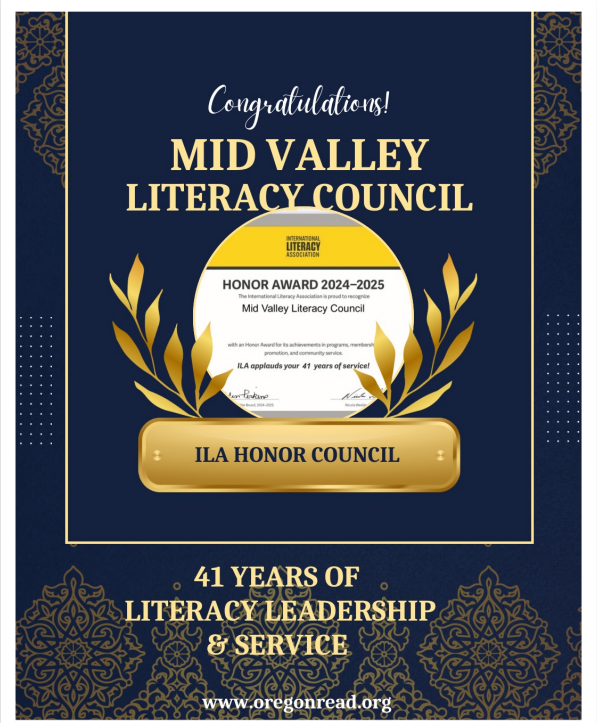
What college student wouldn't love an afternoon delivery of sweet treats and classroom staples during one of their courses? Or what educator doesn't need an inspiring offering of PD and time for connection and conversation? What teacher doesn't want to get quality literature into students' hands? These are among the projects Mid Valley Literacy Council supported this past spring.

Forever striving to include our soon-to-be-colleagues, we made a delivery of over 60 goodie bags to university students in their last year of preparation for classroom teaching. Professors graciously welcomed us to share the treats and share a brief overview of MVLC/OSLA. Our treats were well-received! We hope these new educators will join us in our mission to provide effective literacy instruction for all our learners!

On a cozy afternoon in March, members and educators gathered at a local school for a 'watch party' to further explore ways to support our language learners. This event, featuring Dr. Katie Toppel, was brought to us by Multnomah ESD. This hybrid virtual/in-person opportunity was a great way to learn together, share questions and resources, and earn professional development credit - all while enjoying yummy watch party snacks and winning a variety of door prizes!

Finally, our council supported several children's literature book kits which circulated among our members for the Patricia Gallagher Children's Choice Award. Nearly 13,000 students in Oregon participated in selecting this year's winner from the nominated titles. We are delighted that students in the MVLC council area were among those participants!

And in case you didn't already see it, a special SHOUT OUT to all our members of the Mid Valley Literacy Council for our 41st year earning Honor Council, recognized by the International Literacy Association. Your dues and participation support projects and activities such as those described above, empowering all of us to work together toward effective literacy practices. Yay, us!



Portland Reading Council: Impacting Our Community

Christina Magaña, PRC Board Member

Mission: The Portland Reading Council supports local educators and collaborates with the community to promote equitable access to literacy.

This year our theme is ***Making an Impact***. Together with the PRC Board, our members, and educators across the Portland metro area, we truly made an impact this year.

Teachers as Readers Groups

This year we funded thirteen TAR groups with 125 educators. Groups explored titles such as *Lovely One: A Memoir* by Ketanji Brown Jackson, *Teaching for Biliteracy* by Karen Beeman, *Coaching Students with Executive Skills Challenges* by Peg Dawson, and *Math-ish* by Jo Boaler. Many educators also earned graduate credit through Western Oregon University as they engaged in their book studies. Groups received \$100 - \$200 depending on the number of participants.

\$300 Community Engagement Grants

Our six Community Engagement Grant awardees brought literacy beyond the classroom walls in truly impactful ways. A big congratulations to Carol Greenough, Jammie Landis, Michelle Nicola, Michelle Schardt, Nancy Sullivan, and Nelly Patiño. The projects we funded will foster literacy through a book club for multilingual families, building a Little Library at a local park, hosting literacy events, and ultimately getting books into students' and families' hands that represent the diverse experiences of each community.

A.I. Virtual Series

In the fall of 2024, the PRC hosted a three-part virtual series about Artificial Intelligence in education. The topics included the foundations of A.I., its interactive tools for educators and students, ethical considerations of A.I. use and its impact on student learning. The 60+ attendees not only gained important information about A.I.— they also created connections with other professionals to build a community around A.I.

Educator Appreciation Event

PRC hosted an educator appreciation event at Spoke & Word Books in Milwaukie in April. A beautiful spring afternoon set the stage for meaningful conversations and connections over books and snacks for the 35 attendees. So many local businesses made donations which made for a stellar raffle. We want to continue to show our appreciation for the positive impact educators make each day!



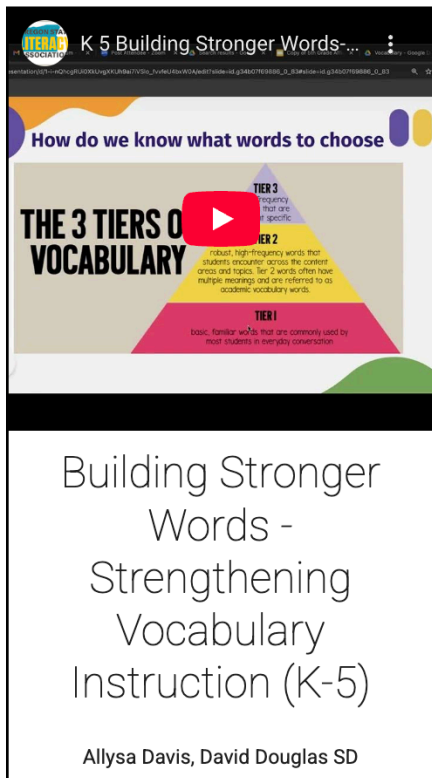
Learn about these opportunities and more: www.portlandreadingcouncil.org.

OSLA Board Announcements and Opportunities

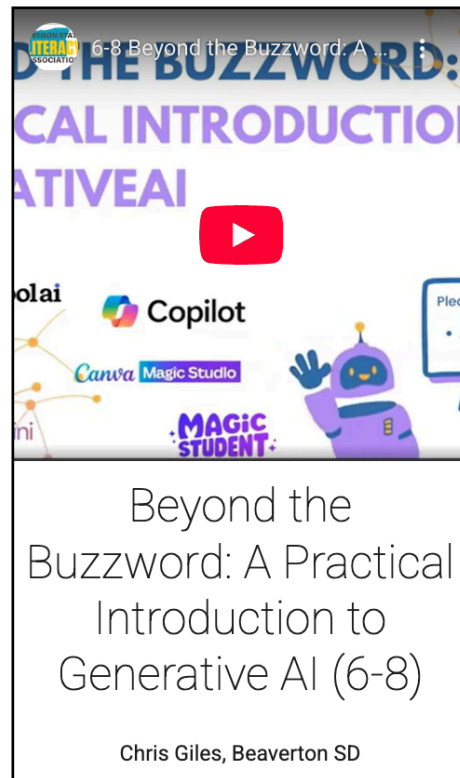
OSLA offered a free professional learning event as part of the General Meeting on April 12, 2025.

In addition to a keynote address from Director of the Oregon Department of Education, Dr. Charlene Williams, participants had a choice of three breakout sessions.

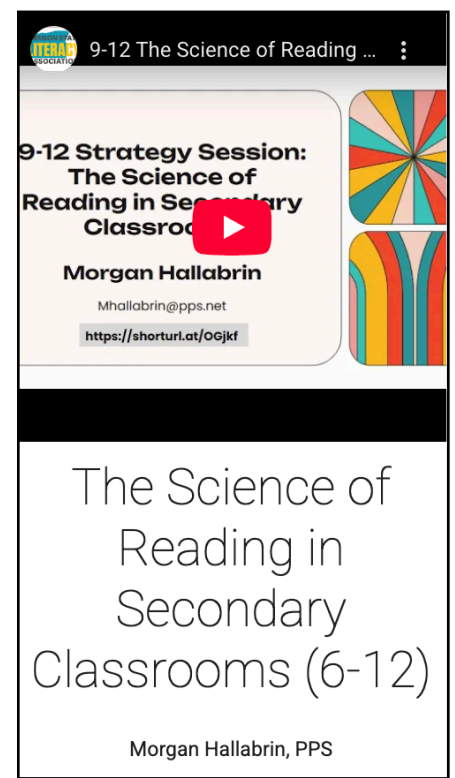
Find the recordings and resources from each session below.



[SLIDES](#)



[SLIDES](#)



[SLIDES](#)



Growing Literacy in Oregon

OSLA serves educators, communities, and learners of all ages by supporting research-based literacy development that prioritizes equitable access, honors and celebrates diversity, and promotes social justice.

An affiliate of the [International Literacy Association](#) (ILA)