



Powerful Literacy Teaching and Learning

2026 Literacy Institute Agenda

NOVEMBER 9-10, 2026 • SHERATON ANN ARBOR HOTEL, ANN ARBOR, MI

MONDAY, NOVEMBER 9

9:00 AM

REGISTRATION DESK OPENS AND VISIT WITH EXHIBITORS

10:00-11:15 AM

BREAKOUT SESSIONS: GROUP A

Breakout A1: Self-monitoring: Foundational Executive Function Skill for Reading

(This session will be repeated on Tuesday at 1:15 PM.)

Jeff Williams, MA, Reading Recovery Teacher Leader

This session explores the importance of self-monitoring, and how it is fostered, as a foundational executive function skill that is a precursor to strategy application and comprehension development.

Breakout A2: Becoming Literate: A Literacy Framework to Support Emergent Readers and Writers

K. Journey Swafford, PhD, Engaged Emeritus Reading Recovery Trainer

In this session, participants will learn about a literacy framework that supports Pre-K and Kindergarten students as they become literate. Writing samples, video clips and reflections from teachers will be shared.

Breakout A3: Connecting Reading Recovery with Michigan's K-12 Literacy Priorities

Facilitated by:

Tracee Farmer, PhD, Associate Professor, Director, Center for Literacy Excellence, National Louis University

Join this panel discussion as educators explore how Reading Recovery supports Michigan's evolving literacy priorities through evidence-based instruction, early intervention, and responsive teaching. Designed for literacy leaders, administrators, coaches, interventionists, and educators, this session will provide an opportunity to engage in dialogue and explore practical connections to Michigan's K-12 Literacy and Dyslexia Laws.

11:30 AM-12:30 PM

LUNCH AND VISIT WITH EXHIBITORS

12:45-1:45 PM

KEYNOTE ADDRESS: READ ALOUD EXPERIENCES ARE ESSENTIAL

Lester Laminack, PhD, Author/Consultant

Read-aloud experiences immerse children in rich language, models fluent expression, and introduces a range meaningful stories and nonfiction. They build vocabulary, comprehension, background knowledge, and listening stamina while modeling how skilled readers think. Most importantly, read-alouds nurture joy, curiosity, empathy, and a shared love of reading that supports lifelong literacy.

1:45-2:00 PM

VISIT EXHIBITORS

2:00-3:15 PM

CONCURRENT BREAKOUTS: GROUP B

Breakout B1: Fiction as a Gateway to Nonfiction

(This session will be repeated on Tuesday at 9:00 AM.)

Lester Laminack, PhD, Author/Consultant

Story captivates our imagination, introduces us to new people and new ideas. Story also prompts new thoughts and new questions. A well-chosen story can be the doorway into a new vocabulary, new insights, and a thirst for inquiry that launches a deeper dive into the wealth of nonfiction reading and writing. Join Lester on an exploration of one story and the many possibilities that can open.

Breakout B2: Familiar Reading: The Foundation for Successful Lessons

(This session will be repeated on Tuesday at 1:15 PM.)

Jamie Lipp, PhD, Mary Fried Endowed Clinical Associate Professor, The Ohio State University

It is with intention that familiar reading is the first component of the Reading Recovery lesson. Together, we will examine the practice of familiar reading to ensure we've unlocked the power and purpose to lay the groundwork for an accelerative lesson series.

Breakout B3: CIM & MTSS: Teaching for Alignment and Transfer

Tracee Farmer, PhD, Associate Professor, Director, Center for Literacy Excellence, National Louis University

Explore how Comprehensive Intervention Model frameworks cultivate alignment, congruency, and transfer between intervention and the classroom. We will map interventions onto the MTSS framework and demonstrate alignment with Michigan's Public Act 146, offering educators clear pathways to maximize student learning and strategic processing.

3:15-3:30 PM

VISIT WITH EXHIBITORS

3:30-4:00 PM

READING RECOVERY IS THE SCIENCE OF READING WORK GROUP

Join your colleagues to discuss how the principles of Reading Recovery align with Public Act 146.

TUESDAY, NOVEMBER 10

8:00-8:50 AM

BREAKFAST

Supported by Destination Ann Arbor

9:00-10:15 AM

CONCURRENT BREAKOUTS: GROUP C

Breakout C1: Fiction as a Gateway to Nonfiction

(This session is a repeat of Session B1.)

Lester Laminack, PhD, Author/Consultant

Story captivates our imagination, introduces us to new people and new ideas. Story also prompts new thoughts and new questions. A well-chosen story can be the

doorway into a new vocabulary, new insights, and a thirst for inquiry that launches a deeper dive into the wealth of nonfiction reading and writing. Join Lester on an exploration of one story and the many possibilities that can open

Breakout C2 Joyful Writers: Connection, Conversation and Creation with Reading Recovery Lessons

K. Journey Swafford, PhD, Engaged Emeritus Reading Recovery Trainer

In this session, participants will reflect on how both teacher and student experience joy with the writing portion of their Reading Recovery lessons. Writing samples and video clips will be shared. Come ready to talk with colleagues and learn together.

Breakout C3: Read, Write, Roam!

Jamie Lipp, PhD, Mary Fried Endowed Clinical Associate Professor, The Ohio State University

Roaming Around the Known should be an intentional time with each student to build relationships and capitalize on all that is already known. Explore roaming as a purposeful practice to set the stage for successful lessons.

10:15-10:30 AM

VISIT WITH EXHIBITORS

10:30-11:45 AM

CONCURRENT BREAKOUTS: GROUP D

Breakout D1: Joyful Writers: Connection, Conversation and Creation with Reading Recovery Lessons

(This session is a repeat of Session C1.)

K. Journey Swafford, PhD, Engaged Emeritus Reading Recovery Trainer

In this session, participants will reflect on how both teacher and student experience joy with the writing portion of their Reading Recovery lessons. Writing samples and video clips will be shared. Come ready to talk with colleagues and learn together.

Breakout D2: Non-fiction Notice & Note: Signposts for Increasing Comprehension of Nonfiction Text

Jeff Williams, MA, Reading Recovery Teacher Leader

Originally intended for upper elementary students, this session showcases how Kylene Beers and Bob Probst's Notice and Note lessons can be adapted to benefit comprehension development of nonfiction texts in the elementary classroom or intervention.

Breakout D3: Shifting Scaffolds to Teach for Independence

(This session will be repeated at 1:15 PM.)

Tracee Farmer, PhD, Associate Professor, Director, Center for Literacy Excellence, National Louis University

Center student independence through responsive instruction. Participants will explore and analyze videos and lesson records to strengthen scaffolding to know when, why, and how to shift support. Contingent decision-making fosters students' deeper learning and transfer.

12:00-1:00 PM

LUNCH AND FINAL VISIT WITH EXHIBITORS

1:15-2:30 PM

CONCURRENT BREAKOUTS: GROUP E

Breakout E1: Self-monitoring: Foundational Executive Function Skill for Reading

(This session is a repeat of Session A1.)

Jeff Williams, MA, Reading Recovery Teacher Leader

This session explores the importance of self-monitoring, and how it is fostered, as a foundational executive function skill that is a precursor to strategy application and comprehension development.

Breakout E2: Familiar Reading: The Foundation for Successful Lessons

(This session is a repeat of Session B2.)

Jamie Lipp, PhD, Mary Fried Endowed Clinical Associate Professor, The Ohio State University

It is with intention that familiar reading is the first component of the Reading Recovery lesson. Together, we will examine the practice of familiar reading to ensure we've unlocked the power and purpose to lay the groundwork for an accelerative lesson series.

Breakout E3: Shifting Scaffolds to Teach for Independence

(This session is a repeat of Session D3.)

Tracee Farmer, PhD, Associate Professor, Director, Center for Literacy Excellence, National Louis University

Center student independence through responsive instruction. Participants will explore and analyze videos and lesson records to strengthen scaffolding to know when, why, and how to shift support. Contingent decision-making fosters students' deeper learning and transfer.

2:30 PM

INSTITUTE ADJOURNS