

Ignite Reading

Implementation Playbook

Strategies for Program Success

Table of Contents

- Overview and Purpose..... 3**
- Ignite Reading District and School Champion Expectations..... 3**
- Location Selection for Ignite Reading 5**
 - Primary Classroom 5
 - Other Closed Spaces..... 7
 - Gymnasium or Cafeteria 7
- Time Slots and Transitions 8**
 - Sample Schedule 9
- Headphone Best Practices 10**
 - How To Purchase Ignite Reading Headphones 12
- How to access support from Ignite Reading 12**
- When to Reach out to Ignite Reading 13**
- Guidance for Protecting Student Data..... 14**

- Resources**
 - Ignite Reading Calendar: Program Closure Dates..... 15
 - Ignite Reading Differentiated Instruction Continuum & Competencies..... 17
 - Sample Instructional Videos 21



Overview and Purpose

The Implementation Playbook is a guide for district and school leaders to successfully implement Ignite Reading. Here you'll find expectations for Ignite Reading School Champions, recommendations for time slots and location selection, support ticket how-tos, headphone tips, and more. This playbook not only offers insights for initial setup but also serves as a continual reference point, providing a framework of best practices that inform decision-making and actions at every stage of the program. We are thrilled to be a part of your literacy ecosystem and to help set you up for success!



Ignite Reading District and School Champion Expectations

Every district and school will select an Ignite Reading District Champion and School Champion to lead the implementation of the program.



The **Ignite Reading District Champion** is critical for ensuring the program is implemented successfully in your district. The District Champion sets the vision for how Ignite Reading will exist in the district's literacy ecosystem. They join onboarding meetings to share their vision, goals, and expectations for the Ignite Reading partnership in the district and at the schools. Throughout the school year, the District Champion communicates proactively with Ignite Reading and provides support to school leaders in order to reach the goals of our partnership.

The **Ignite Reading School Champion** is critical for ensuring the program operates smoothly in the school building through clear communication and strong partnership. The School Champion is the leader of the program and holds the following responsibilities:



Leadership

- Strong, committed leadership that values literacy and the Science of Reading and shares these values with teachers and school staff
- Engagement across school leaders, teachers, and school staff



Communication

- Transparent and timely two-way communication between:
 - School Champion and Ignite Reading
 - School Champion and teachers
 - School Champion and school leader (only if the School Champion is not the school leader)



Rostering

- Development and maintenance of the Ignite Reading student roster
 - Fill open seats within one week of a student being removed
 - Tip: A complete waitlist will allow for quick roster movement when needed



Data

- Attendance at monthly data meetings
 - Invite teachers to all data meetings OR have an intentional plan to transfer information
- Tip: Schedule data meetings during existing staff meetings (professional development, grade level meetings, etc.) to increase attendance and engagement for your staff



Attendance

- Help ensuring students meet attendance goals
- Ignite Reading aims for at least 80% attendance for all students in the program

Location Selection for Ignite Reading

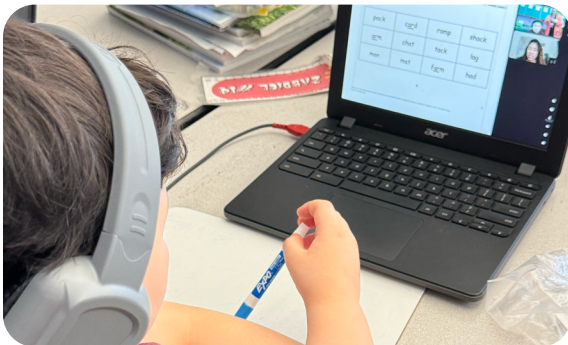
Ignite Reading **recommends choosing a location that limits transition time and student distractions.** A teacher or other staff member should be available to monitor and assist students during tutoring sessions. The optimal location for Ignite Reading is in the classroom, to limit transitions and to ensure supervision. Ultimately, each school site should determine the best location based on available resources and staff.

Primary Classroom

- **Benefits:** Teachers can monitor all students and have greater insight into daily tutoring. There is less transition time, and there are fewer distractions for students.
- **Best Practices:** **If only some students engage in Ignite Reading,** we recommend non-Ignite Reading students work in small groups or on independent activities that do not require active teacher support.



Examples of a whole-classroom setup



Examples of individual student setups



Example of a classroom where some students are engaged with their Ignite Reading tutors while the remainder of the class does a different activity with the classroom teacher. Please note: It is important that students participating in Ignite Reading have headphones and that the classroom noise level is controlled. This prevents student devices from picking up ambient noise and adversely impacting tutoring sessions.

Other Closed Spaces: Computer Lab, Library, Media Center, Additional Classroom, etc.

- **Benefits:** There are fewer distractions and outside noise concerns in a closed space.
- **Best Practices:** Require students to use headphones to minimize noise, ensure ample staff is on hand to monitor students, and confirm there is sufficient Wi-Fi bandwidth to support the number of students in session.



Examples of Ignite Reading setups in non-classroom closed spaces

Gymnasium or Cafeteria

- **Best Practices:** Limit the number of students in the area to 20. Require students to use headphones to minimize noise, ensure ample staff is on hand to monitor students, and confirm there is sufficient Wi-Fi bandwidth to support the number of students in session.



Examples of Ignite Reading setups in a cafeteria

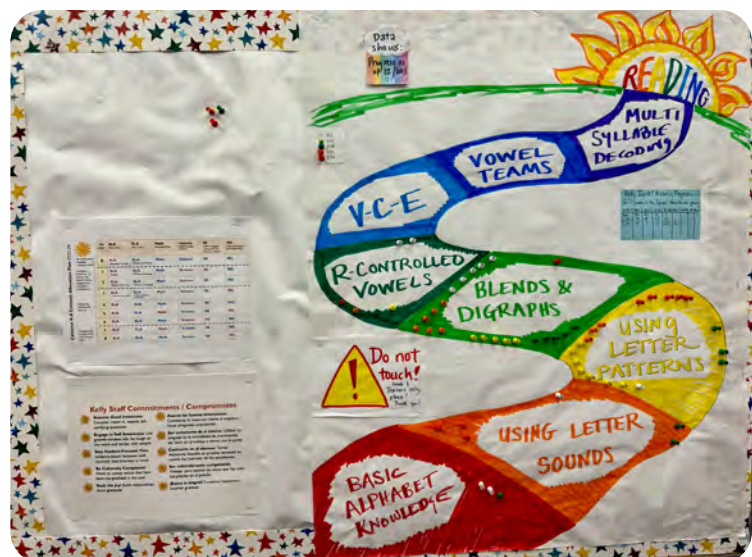
Time Slots and Transitions

Ignite Reading tutoring sessions are 15 minutes long, and each minute is critical instructional time. When choosing time slots, remember all sessions start at the 15-minute mark (:00, :15, :30, :45). The suggestions below can help optimize attendance and ensure the timely login of students to their sessions:

- **Consult and confirm with teachers and staff** who will be impacted by Ignite Reading to ensure the time slots selected will work for your school schedule and tutoring location.
- Consult your Customer Success Manager or Partnerships team member for optimal time slots, and **ensure those time slots work 5 days a week, including early release days**.
- Schedule Ignite Reading during an existing reading block or Tier 2/3 support, preferably during natural transitions like center rotations.
- We highly recommend **scheduling each grade or each class in the same time slot** for easier roster management.
- **Communicate the importance of timely student arrivals** to all relevant staff.
- Avoid back-to-back sessions if students share devices, and **plan for continuity during testing windows**.
- **Prepare for the unexpected**. Late bus arrivals, staff absences or shortages, and other situations that will impact Ignite Reading sessions may come up; it is best to have a plan to ensure disruptions from these occurrences are minimal.
- **Include Ignite Reading in teacher sub plans** with student lists, login instructions, locations, and contact information.

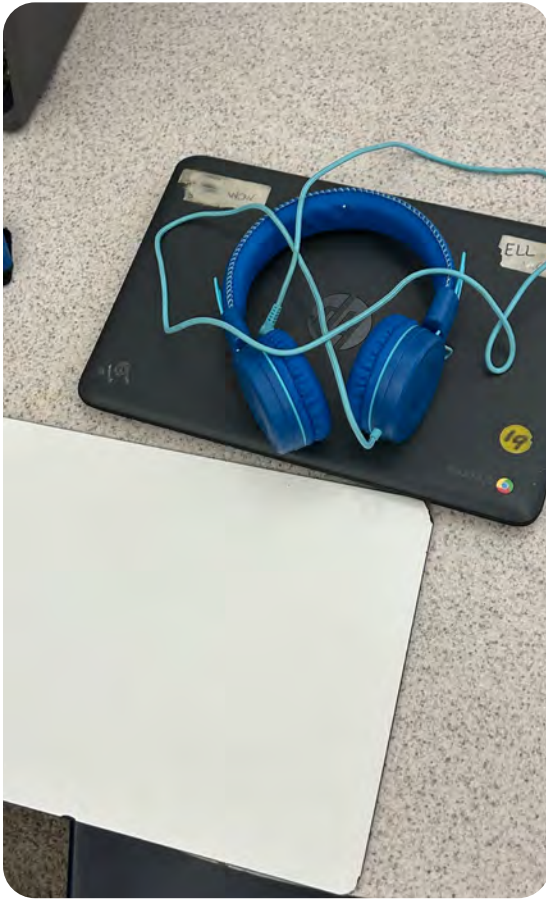


A classroom schedule helps students keep track of the timing of their Ignite Reading tutoring sessions.



This Ignite Reading journey helps students see the progress they're making on the path to becoming fluent readers. This practice can help motivate students.

Time Slots and Transitions



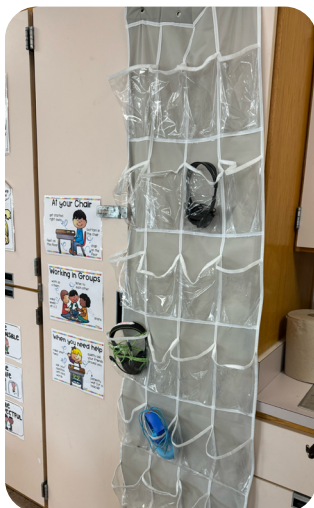
During transition time, students should collect all the materials they need for Ignite Reading sessions: device, headphones, a whiteboard, and a marker.

Sample Schedule:

Ignite Reading in a Primary Classroom	Ignite Reading with a Transition
<ul style="list-style-type: none">• 10:00–10:15 a.m.: Center Rotation 1• 10:15–10:30 a.m.: Ignite Reading Program• 10:30 a.m.: Center Rotation 3	<ul style="list-style-type: none">• 10:05–10:15 a.m.: Transition students to Ignite Reading location – students setup their devices and workstations• 10:15–10:30 a.m.: Ignite Reading Program• 10:30 a.m.: Return to class

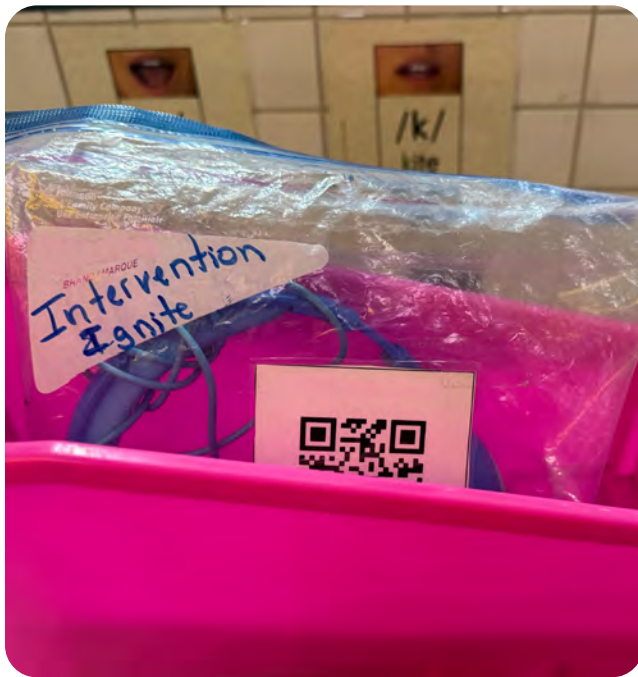
Headphone Best Practices

Item	Action
Handling & Use	<ul style="list-style-type: none"> Emphasize gentle handling. Prohibit biting/pulling cords and holding headphones by earpieces/headband. Suggest alternative stress/fidget methods, and teach students to plug/unplug using connectors. Use visual aids for dos and don'ts. Train students on proper microphone adjustment without excessive force.
Storage	<ul style="list-style-type: none"> Provide designated storage, instruct loose coiling of cords, and avoid bunching.
Inspections	<ul style="list-style-type: none"> Implement routine inspections for damage, and encourage prompt reporting for repairs/replacements.
Responsibility & Accountability	<ul style="list-style-type: none"> Assign specific headphones, enforce rules, and consistently share teacher-led examples.



These are different ways schools store headphones. It is best to have protected bins and for headphones to be stored in individual bags to ensure longevity.

Headphone Best Practices



This is a technology cart that can be used to store student Chromebooks/tablets. This allows students to safely and regularly return and store devices so they are charged and ready to use for the next student or session.



Above is a technology cart that can be used to store student Chromebooks/tablets. This allows students to safely and regularly return and store devices and have them charged and ready to use for the next student or session.



This [video](#) shows how Terry Elementary in Little Rock, Arkansas, organizes their Ignite Reading materials. They keep headphones in individual bags assigned to students and place them in their respective classroom bins.

How to Purchase Ignite Reading Headphones

Headphones are critical to the success of the Ignite Reading program to ensure that students can clearly communicate with and hear their tutors.

If you are interested in purchasing Ignite Reading headphones, [you can place your order here](#).



How to Access Support from Ignite Reading

General Inquiries:

Email your Customer Success Manager at implementation@ignite-reading.com.

Visit Our [Knowledge Base](#)!

General Program Information:

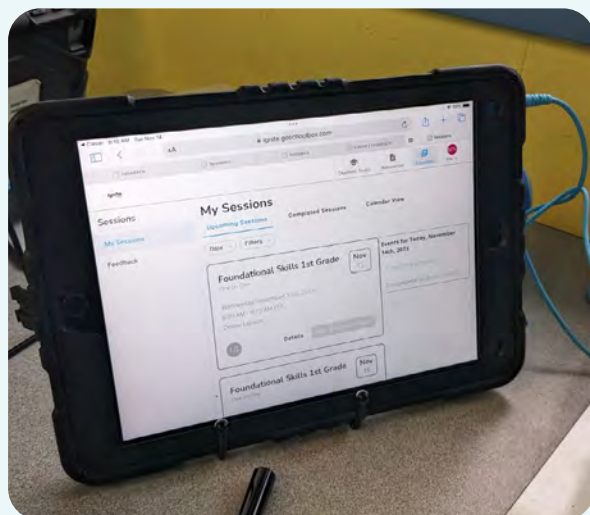
[Click here](#) to understand our program's policies and find important dates.

Technology Support:

[Click here](#) to find articles to help you troubleshoot student sessions.

Literacy Resources:

[Click here](#) to find more information on our curriculum and other Science of Reading resources.



You can find different articles in our Knowledge Base to troubleshoot [audio](#), [video](#), and even [iPad settings](#)!

When to Reach out to Ignite Reading

Item	Notify Customer Success Manager
<p>Session cancellation due to a school-, grade-, or class-level event impacting student attendance for Ignite Reading</p> <p>*Daily student absences do not need to be reported. However, please notify us of individual student absences exceeding 3 consecutive days.</p>	<p>Please notify your customer success manager at least 3 days prior to the cancellation. For last-minute cancellations, we require at least 24 hours' notice of the cancellation to notify tutors.</p> <p>You can find more information on our policy here.</p>
<p>Tech support (connectivity, video/audio)</p>	<p>Please notify your customer success manager as soon as possible.</p> <p>Here is a General Troubleshooting article that may help.</p>
<p>Tutor Feedback</p>	<p>Please reach out to your customer success manager that day.</p>
<p>Questions regarding student progress</p>	<p>Reach out as needed.</p>
<p>Staff changes that will impact Ignite Reading, including long-term subs</p>	<p>Please contact your customer success manager as soon as possible.</p>
<p>Positive feedback and celebrations</p>	<p>Reach out any time! We love hearing how the program is going.</p>

Guidance for Protecting Student Data

Ignite Reading complies with FERPA and other state and federal laws regarding student privacy and confidentiality. Please follow the guidance below when sharing student information with us to protect student privacy and identity.

- If you need to email about an individual student or group of students, include only the following student information: **student first name and last initial**.
- Avoid sharing any student identifiable information via email, such as email, ID, date of birth, etc.
- Ignite Reading Shared Folders: For access to shared folders, email implementation@ignite-reading.com. Please note that access will always be granted at the school folder level. This is typically done during the onboarding meeting.



Resources

Ignite Reading Calendar: Program Closure Dates

Ignite Reading Calendar: Program Closure Dates

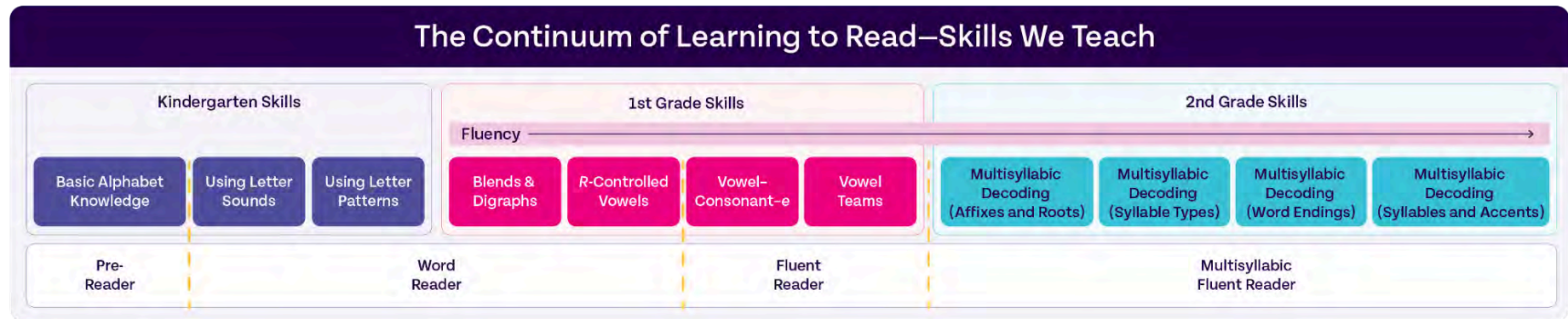
School Year 2024-2025

First Day of Sessions August 12, 2024 - Last Day of Sessions June 6, 2025
Last day for student adds: 6 weeks prior to the last day of Ignite Reading programming at your school
Last day for EOY Meetings: June 13, 2025

<u>Holiday</u>	<u>Program Closure Date(s)</u>
Labor Day	September 2, 2024
Indigenous Peoples Day	October 14, 2024
Veterans Day	November 11, 2024
Thanksgiving Week	November 25 - 29, 2024
Winter Break	December 23, 2024 - January 3, 2025
Martin Luther King, Jr. Day	January 20, 2025
Presidents' Day	February 17, 2025
Memorial Day	May 26, 2025

Resources

Ignite Reading Differentiated Instruction Continuum & Competencies



Protocol Competencies		
Protocol		Competencies
Kindergarten Skills	Basic Alphabet Knowledge	<ul style="list-style-type: none"> Name all lowercase and uppercase letters Produce the most common sound made by each lowercase and uppercase letter Identify letter names and sounds out of order Match initial sounds in spoken words to pictures with the same initial sound Track memorized text
	Using Letter Sounds	<ul style="list-style-type: none"> Segment and blend sounds for words presented orally Sound and blend CVC words (decoding)
	Using Letter Patterns	<ul style="list-style-type: none"> Segment and blend sounds for words presented orally Sound and blend onsets and rimes Read words with vowel patterns Spell words with vowel patterns

Differentiated Instruction Continuum and Competencies

1st Grade Skills	Blends and Digraphs	<ul style="list-style-type: none"> • Sound and blend (decode) CCVC words (chat or sled) • Sound and blend (decode) CVCC words (math or mast) • Sound and blend (decode) CCVCC words (stand or shift) • Read short-vowel words with initial digraphs (sh, ch, th) • Read short-vowel words with initial blends (i.e., sl, sp, gr, cl) • Read short-vowel words with initial and final blends • Read short-vowel words with initial and final blends and digraphs • Read controlled passage with fluency
	R-Controlled Vowels	<ul style="list-style-type: none"> • Recognize that when a short vowel is followed by an r it is not read in isolation • Differentiate between short a and ar to sound and blend words • Differentiate between short a and or to sound and blend words • Differentiate between short i and ir to sound and blend words • Differentiate between short e and er to sound and blend words • Differentiate between short u and ur to sound and blend words • Read controlled passage with fluency
	Vowel-Consonant-e	<ul style="list-style-type: none"> • Attend to spelling patterns to determine the correct vowel sounds • Listen to words and match them to pictures of words with the same vowel sound • Compare/contrast and read short a and aCe words • Compare/contrast and read short i and iCe words • Compare/contrast and read short o and oCe words • Compare/contrast and read short u and uCe words • Read controlled passages with fluency • Spell words with vowel patterns
	Vowel Teams	<ul style="list-style-type: none"> • Find vowel patterns visually and use known words to read new words • Read words with long-a teams (ai, ay, ei) • Read words with long-o teams (oa, ow, oe, oCC) • Read words with long-i teams (igh, y, iCC) • Read words with long-e teams (ee, ea, ie) • Read words with long-u teams (ue, ui, ew) • Read words with diphthongs (ou, ow, oi, oy) • Read controlled passages with fluency

Differentiated Instruction Continuum and Competencies

2nd Grade Skills	Multisyllabic Decoding Week 1-3 (Affixes and Roots)	<ul style="list-style-type: none"> Identify word parts- Prefixes, Suffixes, and Root Words Read multisyllabic words Spell multisyllabic words Read controlled passages with fluency
	Multisyllabic Decoding Week 4-6 (Affixes and Roots)	<ul style="list-style-type: none"> Identify word parts: Prefixes, Suffixes, and Root Words Read multisyllabic words Spell multisyllabic words Read controlled passages with fluency
	Multisyllabic Decoding Week 7-9 (Syllable Types)	<ul style="list-style-type: none"> Identify Syllable Type: Open, Closed, Vowel-Consonant-e Read multisyllabic words Spell multisyllabic words Read controlled passages with fluency
	Multisyllabic Decoding Week 10-12 (Syllable Types)	<ul style="list-style-type: none"> Identify Syllable Type: R-Controlled, Vowel Teams, Consonant-le Read multisyllabic words Spell multisyllabic words Read controlled passages with fluency
	Multisyllabic Decoding Week 13-14 (Word Endings)	<ul style="list-style-type: none"> Identify spelling rules for word ending s, -ing, -es, -ies, and -s Read multisyllabic words Spell multisyllabic words Read controlled passages with fluency
	Multisyllabic Decoding Week 15-18 (Syllables and Accents)	<ul style="list-style-type: none"> Identify Syllable Type: Open, Closed, Vowel Consonant-e, R-Controlled, Vowel Teams, Consonant-le Identify accent rules for multisyllabic words Read multisyllabic words Spell multisyllabic words Read controlled passages with fluency

Resources

Sample Instructional Videos

Sample Instructional Videos

Ignite Reading's Foundational Reading Skills Tutoring Program

Protocol	Video Link and Lesson Content			
Using Letter Patterns	Tutor Bridget and Student Illia			
	Lesson	Short Vowel Pattern	Pattern	Sample Word List
	14	Short o, u , i	__ug, __op, __ot	rug, pop, not, mug, etc.
Blends & Digraphs	Tutor Ron and Student Lyra			
	Lesson	Digraph/Blend	Sample Word List	
	5	-sh (end of the word), spiral review	dish, mat, tin, tap	
R-Controlled Vowels	Tutor Jovanni and Student Radley			
	Lesson	R-Controlled Vowels	Sample Word List	
	11	-ir	first, third, twirl, etc.	
Vowel Consonant-e	Tutor Brittny and Student Bella			
	Lesson	Long Vowel Teams	Sample Word List	
	3	Long A and I	rake, wave, like, nice, etc.	
Multisyllabic Decoding	Tutor Madison and Student Greyson			
	Lesson	Content	Sample Word List	Spelling
	2	Closed Syllables	muffin, ship, loft, submit, etc.	compass, common, gadget

