

	What's Hot	What's Not	Should Be Hot	Should Not Be Hot
Adolescent literacy	■ ■		■ ■ ■ ■	
Adult Literacy (*)		■ ■	■ ■	
Comprehension	■		■ ■ ■ ■	
Critical reading and writing (+)		■	■ ■	
Curriculum-based assessment (+)	■		■	
Direct/explicit instruction (-)		■		■
Early intervention (-)	■		■ ■	
English as a second language/English-language learners	■ ■		■ ■ ■ ■	
Fluency (-)	■			■
High-stakes assessment	■ ■			■
Informational/non-fiction texts (-)	■		■ ■ ■ ■	
Literacy coaches/reading coaches	■ ■		■ ■	
Literacy and adolescent boys (*)		■	■ ■	
Motivation/engagement		■ ■	■ ■	
Multicultural literature		■ ■	■	
New literacies/media literacies		■	■ ■	
Phonemic awareness		■		■ ■
Phonics		■		■ ■
Political/policy influences on literacy	■		■ ■	
Preschool literacy instruction		■	■	
Professional staff development (in-service)	■		■ ■ ■ ■	
Response to Intervention	■ ■		■	
Scientific evidence-based reading research & instruction (-)	■			■
Struggling/striving readers (grade 4 & above)	■		■ ■ ■ ■	
Teacher education for reading (preservice) (-)		■ ■	■ ■	
Word meaning/vocabulary	■		■ ■	
Writing		■ ■	■ ■ ■ ■	

**Key**

- indicates that more than 50% of the respondents were in agreement ("hot" or "not hot")
- ■ indicate that at least 75% of the respondents were in agreement ("very hot" or "cold")
- ■ ■ ■ indicate that all of the respondents were in agreement ("extremely hot" or "extremely cold")
- (+) indicates that the topic was hotter for 2009 than 2008
- (-) indicates that the topic was colder for 2009 than 2008
- (\*) indicates that the topic was new for 2009