

	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	■		■	
Differentiated instruction (*)	■		■ ■	
Early intervention (+)	■ ■		■ ■	
English as a second language/English-language learners	■ ■		■ ■ ■	
Fluency (-)		■		■
High-stakes assessment	■ ■			■
Informational/nonfiction texts	■		■ ■	
Intertextuality/reading multiple texts (*)		■	■ ■	
Literacy and adolescent boys		■	■	
Literacy coaches/reading coaches	■ ■		■ ■	
Motivation/engagement		■ ■	■ ■	
New literacies/digital literacies (+)	■		■ ■	
Phonemic awareness		■		■ ■
Phonics		■		■ ■
Political/policy influences on literacy	■		■ ■	
Preschool literacy instruction/experiences (+)	■		■ ■	
Professional development (inservice) (-)		■	■ ■	
Response to Intervention (RTI)	■ ■		■	
Scientific evidence-based reading research & instruction (-)		■		■
Struggling/striving readers (grade 4 & above) (+)	■ ■		■ ■	
Teacher education for reading (preservice) (+)		■	■ ■	
Vocabulary/word meaning	■		■ ■	
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 2010 than 2009
- (-) indicates that the topic was colder for 2010 than 2009
- (\*) indicates that the topic was new for 2010