

What's Hot and What's Not? 2011 Results

	What's Hot	What's Not	Should Be Hot	Should Not Be Hot
Adolescent literacy	■ ■		■ ■	
Adult literacy (+)		■ ■	■ ■	
Comprehension	■ ■		■ ■	
Core learning/literacy standards (*)	■ ■		■	
Critical reading and writing		■	■ ■	
Curriculum-based assessment (-)		■	■	
Differentiated instruction	■		■ ■	
Disciplinary/content area literacy (*)		■	■ ■ ■	
Early intervention (-)	■		■ ■	
English as a second language/English language learners (-)	■		■ ■ ■	
Fluency (-)		■ ■		■
High-stakes assessment (-)	■			■ ■
Informational/nonfiction texts	■		■ ■ ■	
Intertextuality/reading multiple texts (-)		■ ■	■ ■	
Literacy coaches/reading coaches (-)	■		■ ■	
Motivation/engagement		■ ■	■ ■	
New literacies/digital literacies	■		■ ■	
Phonemic awareness (-)		■ ■		■ ■
Phonics (-)		■ ■		■ ■
Political/policy influences on literacy	■		■ ■	
Preschool literacy instruction/experiences (-)		■	■ ■	
Professional development (in-service)		■	■ ■	
Response to Intervention	■ ■		■	
Scientific evidence-based reading research and instruction		■		■
Struggling/striving readers (grade 4 & above) (-)	■		■ ■	
Teacher education for reading (preservice)		■	■ ■	
Vocabulary/word meaning	■		■ ■	
Writing		■	■ ■ ■	

Key: How to read the chart

■ indicates that more than 50% of the number of respondents were in agreement (*hot or not hot*)

■ ■ indicates that at least 75% of the respondents were in agreement (*very hot or cold*)

■ ■ ■ indicates that all the respondents were in agreement (*extremely hot or extremely cold*)

(+) indicates the topic was hotter for 2011 than 2010

(-) indicates the topic was less hot for 2011 than 2010

(*) indicates new topic for 2011