

	What's Hot	What's Not	Should Be Hot	Should Not Be Hot
Adolescent literacy (+)	■ ■		■ ■ ■	
Comprehension	■ ■		■ ■ ■	
Critical literacy/reading (*)		■ ■	■ ■	
Direct/explicit instruction	■ ■			■
Early intervention (+)	■ ■		■ ■	
English as a second language/ English-language learners	■ ■		■ ■ ■	
Family literacy (-)		■ ■	■ ■	
Fluency	■ ■		■ ■	
Gender issues in literacy		■ ■		■
Guided reading (-)		■		■
High-stakes assessment	■ ■		■	
Informational texts (+)	■ ■		■ ■	
Literacy coaches/reading coaches	■ ■		■ ■	
Literature-based instruction		■ ■	■	
Motivation		■ ■	■ ■	
Multicultural literature		■ ■	■ ■	
Phonemic awareness (-)	■			■
Phonics	■ ■			■
Political/policy influences on literacy	■ ■			■
Preschool literacy instruction (+)	■ ■		■ ■	
Reading/learning disabilities		■	■ ■	
Scientific evidence-based reading research and instruction (-)	■ ■		■	
Struggling readers (grade 3 and above)	■		■ ■ ■	
Teacher education for reading (-)		■	■ ■	
Technology		■	■ ■	
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 2006 than 2005
- (-) indicates that the topic was colder for 2006 than 2005
- (*) indicates that the topic was new for 2005

What's hot, what's not, by Jack Cassidy and Drew Cassidy. (December 2005/January 2006). Reading Today, 23(3). 1