

	What's Hot	What's Not	Should Be Hot	Should Not Be Hot
Adolescent literacy (+)	■■■		■■■	
Comprehension (-)	■		■■■	
Critical literacy/reading		■■	■	
Curriculum-based assessment (*)	■		■	
Direct/explicit instruction	■■			■
Early intervention (-)	■		■■■	
English as a second language/English-language learners	■■		■■■	
Family literacy		■■	■	
Fluency	■■		■■	
Gender issues in literacy		■■	■	
High-stakes assessment	■■			■
Informational texts	■■		■■	
Literacy coaches/reading coaches	■■		■■	
Motivation		■■	■■	
Multicultural literature		■■	■	
Phonemic awareness (-)		■		■
Phonics (-)	■		■	
Political/policy influences on literacy (-)	■		■■	
Preschool literacy instruction (-)		■■	■■	
Professional staff development (*)	■		■■■	
Reading/learning disabilities		■	■■	
Response to intervention (*)	■		■■	
Scientific evidence-based reading research & instruction	■■		■	
Struggling readers (grade 3 & 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 2007 than 2006
- (-) indicates that the topic was colder for 2007 than 2006
- (*) indicates that the topic was new for 2007