**Table.**  
List of Human-Coded and ChatGPT-Generated Themes Across Prompting Strategies

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| --- | --- | --- | --- | --- |
| Manual-Thematic Analysis | CoT-HTP | CoT-STP | FSP-HTP | FSP-STP |
| Differentiation | Building Literacy from the Ground Up | Differentiated and Multimodal Instruction Based on Learner Needs | **Resourceful Teaching Amidst Constraints** | Visual and TLM-Based Instructional Strategies |
| EdTech Integration | Visual and Technological Scaffolds for Engagement | Technology and Government Programs as Catalysts—but Not Equalizers | **Technology as a Catalyst—With Limits** | Layered, Level-Appropriate Pedagogical Approaches |
| Learning Barriers | Navigating Diversity through Adaptive Teaching | Home-School Disconnection as a Barrier to Literacy | **Barriers Rooted in Context: Home, Language, and Curriculum** | Home Environment as a Foundational Influence |
| Gender Dynamics | Structural Barriers and Systemic Gaps | Perceptions of Gender and Equity in the Classroom | **Nuanced Views on Gender and Equity** | Technology Integration Enhancing Engagement and Confidence |
| Policy Insights | Uneven but Emerging Gendered Understandings | Instructional Burden and Systemic Constraints |  | Gender Differences and Equity Strategies |
|  |  | Teachers as Adaptive Change Agents |  | Systemic Barriers to Literacy Instruction |
|  |  |  |  | Daily Practice and Vocabulary as Core to Fluency Building |