

MASTER THE CONTENT



The AI-infused Literacy Toolkit

READING

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Introduction

Teaching reading to Emergent Bilingual students in high school requires more than a curriculum—it demands creativity, empathy, strategy, and increasingly, the savvy use of AI tools. This book is your prompt-powered toolkit, offering hundreds of flexible, classroom-ready prompts across six core domains: lesson planning, assessment, language support, technology integration, family communication, and professional growth.

Each prompt is built using research-based components of effective prompting—role, task, context, format, audience, and tone—so educators can confidently modify them to suit their classrooms, their students, and their goals. Whether you're differentiating a literary text for newcomers, generating guided questions with AI, or designing a digital escape room with reading content, this book equips you to teach reading with equity, clarity, and innovation.

Welcome to your ultimate prompt companion for advancing secondary literacy with AI.

How was each prompt created?

To create the prompt for generating TEKS-aligned reading lesson plans, a structured method was used that incorporates six essential components. The prompt assigns a specific **role** to the writer (such as a veteran teacher or curriculum specialist), defines a clear **task** (designing a TEKS-aligned lesson), and provides relevant **context** like grade level, instructional focus, or student proficiency. It specifies the desired **format** (e.g., chart, list, or lesson plan template), identifies the **audience** (such as teachers of Emergent Bilingual students), and may include a recommended **tone** (like practical, supportive, or instructional) to guide the style of the response.

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Title 1: Generate TEKS-aligned reading lesson plans.

Below are **5 effective AI prompts** crafted using the essential components of a high-quality prompt:

COMPONENTS USED:

1. **Role:** Who the AI should act as
 2. **Task:** What the user wants the AI to do
 3. **Context:** Background info or specifications
 4. **Format:** Desired structure or output
 5. **Audience:** Who will use it
 6. **Tone:** Style or tone (optional but useful)
-

Prompt 1: Basic Template-Based

Prompt:

You are a veteran high school English teacher and curriculum developer. Generate a TEKS-aligned reading lesson plan for 9th grade Emergent Bilingual students focused on making inferences from literary texts.

Include objectives, warm-up, vocabulary, guided practice, independent practice, and assessment. Align to ELAR TEKS and include language supports appropriate for intermediate English proficiency. The tone should be practical and clear, ready for classroom use.

Prompt 2: Skill-Focused with Gradual Release

Prompt:

Act as an experienced ESL reading coach. Create a 10th-grade TEKS-aligned lesson plan using

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the gradual release model ("I Do, We Do, You Do") to teach summarizing informational texts.

The students are Emergent Bilinguals at varying proficiency levels.

Include scaffolds for beginners (sentence frames, visuals), and cite the specific TEKS addressed.

Format the response as a table with sections for Objective, Activity, Scaffolds, and Assessment.

Prompt 3: Thematic Unit Integration

Prompt:

You're a curriculum specialist designing a TEKS-aligned reading lesson for 11th-grade Emergent Bilinguals. The lesson should connect to the theme "The American Dream" using an excerpt from *Of Mice and Men*. Include ELPS objectives and strategies for pre-reading, during reading, and after reading. Present the plan in a bulleted list with teacher directions and student actions. Make it accessible for intermediate English learners.

Prompt 4: Printable Weekly Plan

Prompt:

You are a literacy coach tasked with building a 5-day lesson plan for 12th-grade Emergent Bilingual students using the short story "The Lottery" by Shirley Jackson. Align all lessons to relevant TEKS and provide daily objectives, instructional steps, language supports, and formative assessments. Format it as a Monday–Friday chart for easy printing. Include suggested sentence stems and visual support ideas.

Prompt 5: Co-Teaching Scenario

Prompt:

Act as a co-teacher in an inclusion classroom with a lead ELAR teacher and an ESL support

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teacher. Write a co-taught, TEKS-aligned reading lesson plan for 9th grade focused on analyzing character development. Include roles for each teacher, differentiation by English proficiency level (beginner, intermediate, advanced), and sample discussion questions. Use a collaborative tone and list the materials needed.

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Title 2. Modify existing lessons for Emergent Bilingual students.

Below are **5 strong AI prompts** that follow the effective components model (role, task, context, format, audience, tone):

COMPONENTS USED AGAIN:

1. **Role:** Who the AI is
 2. **Task:** What the AI should do
 3. **Context:** Subject, grade, learning needs
 4. **Format:** Desired output format
 5. **Audience:** Teacher working with Emergent Bilinguals
 6. **Tone:** Supportive, clear, educator-friendly
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Prompt 1: Vocabulary & Language Access Support

Prompt:

You are an ESL curriculum expert. Modify this 9th-grade lesson plan on "theme in poetry" to make it accessible for intermediate Emergent Bilingual students. Include supports such as simplified instructions, vocabulary previews, bilingual glossaries, sentence frames, and visual aids. Provide the revised version side-by-side with the original to highlight the changes.

Prompt 2: Culturally Responsive Adaptation

Prompt:

Act as a culturally responsive educator. You've been given a lesson on *Romeo and Juliet* for 10th grade. Revise it to be more accessible and relevant to Emergent Bilingual students by

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simplifying the text, integrating cultural connections, and suggesting scaffolds for vocabulary, speaking, and comprehension. Format it as a step-by-step instructional guide with bolded supports.

Prompt 3: Tiered Proficiency Version

Prompt:

You are a bilingual instructional coach. Modify this 11th-grade reading lesson on persuasive techniques in speeches to accommodate three proficiency levels: beginner, intermediate, and advanced. Provide language objectives, instructional accommodations, and differentiated assignments for each group. Format the response in a chart with three columns for easy comparison.

Prompt 4: Interactive Reading Task Modification

Prompt:

As an expert in sheltered instruction, revise a 12th-grade reading activity analyzing rhetorical devices in political speeches. Make it appropriate for Emergent Bilingual students by adding structured partner talk, visual supports, and interactive tools like sentence puzzles or speaking frames. Include a list of ELPS-aligned modifications.

Prompt 5: Lesson Plan Simplification for Newcomers

Prompt:

You are supporting a newcomer teacher. Simplify this existing TEKS-aligned reading lesson for 9th-grade students analyzing character motivation in fiction. Rewrite the instructions in plain English, add scaffolded questions, and incorporate a bilingual word wall. Make it suitable for

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students at the newcomer and beginner level. Include a printable version of the student handout with supports embedded.

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Title 3. Differentiate a reading passage by English proficiency level.

Below are **5 strong AI prompts** using the effective prompt components (role, task, context, format, audience, tone):

COMPONENTS RECAP:

1. **Role:** Who the AI should be (persona/expertise)
 2. **Task:** What it should do
 3. **Context:** Passage type, grade level, proficiency tiers
 4. **Format:** Chart, bullets, paragraph, etc.
 5. **Audience:** Teachers of Emergent Bilinguals
 6. **Tone:** Practical, accessible, teacher-friendly
-

Prompt 1: Lexile-Based Differentiation

Prompt:

You are a language acquisition specialist. Take the following 10th-grade reading passage about climate change and differentiate it for three levels of English proficiency: beginner, intermediate, and advanced. Keep the main idea and key details the same, but adjust the sentence structure, vocabulary, and syntax. Format each version in a labeled section and maintain TEKS alignment.

Prompt 2: Tiered Comprehension + Text

Prompt:

Act as a sheltered instruction expert. Using the passage on “The Civil Rights Movement” (provided below), rewrite it in three tiers:

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1. **Tier 1:** for newcomers
2. **Tier 2:** for intermediate EBs
3. **Tier 3:** for advanced/intermediate high EBs

For each tier, include the adapted text and one comprehension question appropriate to that level. Use simple vocabulary and add visuals where helpful. Label each section clearly.



Prompt 3: Story Differentiation with Cultural Awareness

Prompt:

You are a bilingual literacy coach. Rewrite this 9th-grade literary passage about a student's first day of school from a novel. Provide 3 differentiated versions: one for newcomers, one for intermediate, and one for advanced EBs. Maintain the emotional tone and cultural context of the original. At the end, include a matching glossary for unfamiliar terms in each level.



Prompt 4: Academic vs. Everyday Language

Prompt:

You're an ELAR and ESL co-teaching specialist. Differentiate this nonfiction article on fast food's impact on health for three English proficiency levels:

1. Beginning
2. Intermediate
3. Advanced

Rewrite each version of the passage using appropriate vocabulary and sentence structure. Also include one academic sentence frame per level to support response writing. Present the output in a clean chart format.

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Prompt 5: Reading Passage with Built-in Supports

Prompt:

Act as an ESL curriculum designer. You are differentiating a 12th-grade reading passage about “The American Dream.” Provide three versions of the text:

1. Newcomer-friendly (very simplified, use present tense)
2. Intermediate (some academic language with scaffolds)
3. Advanced (close to original, with context clues and annotations)

For each, provide a one-sentence summary and one sentence frame for written response.

Use a teacher-ready tone.

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Title 4. Create lesson hooks or warm-up activities.

Below are **5 strong AI prompts** designed using the essential components of effective prompt writing—perfect for generating engaging, level-appropriate lesson hooks and warm-ups for Emergent Bilingual students.

COMPONENTS USED:

1. **Role:** Instructional designer / literacy coach / creative teacher
 2. **Task:** Generate lesson hooks/warm-ups
 3. **Context:** Grade, topic, and student population
 4. **Format:** List, paragraph, slide format, or interactive activity
 5. **Audience:** Emergent Bilingual students (9th–12th)
 6. **Tone:** Fun, engaging, supportive
-

Prompt 1: TEKS-Aligned Literary Hook

Prompt:

You are a creative high school English teacher designing warm-ups for 10th-grade Emergent Bilingual students. Create 3 engaging warm-up activities for a lesson on author's tone in poetry. Each should take no more than 5 minutes, include sentence starters, and align with the appropriate TEKS. Use visual or auditory supports where possible, and format your response as a bulleted list with estimated time per activity.

Prompt 2: Culturally Relevant Nonfiction Hook

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Prompt:

Act as a culturally responsive literacy coach. Design an attention-grabbing lesson hook for a 9th-grade reading lesson on persuasive techniques in speeches. Make it relevant for Emergent Bilingual students and include options for pair discussion and visual support. Present it in a three-step format:

1. Teacher Says/Shows
 2. Student Thinks/Responds
 3. Transition to Lesson Objective
-

Prompt 3: Visual + Vocabulary Warm-Up

Prompt:

You are an ESL specialist supporting reading comprehension. Create a warm-up activity for 11th-grade students to preview key vocabulary in a reading about civil disobedience. Include a visual word association activity and a partner talk element. Provide instructions, materials needed, and a student version with sentence frames. Tone should be student-centered and fun.

Prompt 4: Literary Prediction Game

Prompt:

Act as a reading teacher planning an anticipatory warm-up for 12th-grade students reading a short story with a surprise ending. Design a quick interactive activity where students predict the story based on a single provocative sentence from the text. Include a way for beginner, intermediate, and advanced Emergent Bilinguals to participate using sentence stems or illustrations. Output should be formatted for Google Slides.

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Prompt 5: Quick Writing Hook with Support

Prompt:

You are designing a quickwrite warm-up for a 9th-grade reading lesson on theme. Students are Emergent Bilinguals. Provide 2 warm-up prompts that activate background knowledge and 2 sentence starters per prompt. Include one visual or quote to go with each. Format it in a table with columns for Prompt, Support, and Purpose.

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Title 5. Design scaffolded close-reading activities.

Here are **5 strong AI prompts** using effective prompt components—tailored to help teachers create scaffolded close-reading activities specifically for 9th–12th grade Emergent Bilingual students.

COMPONENTS INCLUDED:

1. **Role:** Close reading specialist / ESL curriculum developer
 2. **Task:** Create scaffolded close-reading tasks
 3. **Context:** Text complexity, grade, student language level
 4. **Format:** Steps, graphic organizers, tiered questions, etc.
 5. **Audience:** EB students in secondary reading classrooms
 6. **Tone:** Instructional, student-friendly, and clear
-

Prompt 1: Step-by-Step with Text-Dependent Questions

Prompt:

You are a literacy intervention specialist. Design a scaffolded close-reading activity for a 10th-grade nonfiction article about climate change. Students are Emergent Bilinguals at intermediate proficiency. Break the activity into three clear reads:

7. Gist
8. Key Details
9. Author's Purpose

For each read, include a guiding question, sentence frames, and vocabulary support.
Present the lesson in a table format.

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Prompt 2: Literary Text Close Read with Sentence Frames

Prompt:

Act as an ESL reading coach. Create a scaffolded close-reading activity using a 9th-grade literary passage about identity and self-discovery. Structure it using the "Read–Think–Talk–Write" model and include three levels of text-dependent questions (literal, inferential, analytical). Provide sentence starters and language supports for intermediate-level Emergent Bilinguals. Format as a one-page handout for classroom use.

Prompt 3: Multilingual Scaffold Options

Prompt:

You are supporting a co-teaching team. Design a close-reading lesson for 11th-grade students analyzing rhetorical devices in a speech. The students are Emergent Bilinguals with mixed proficiency levels. Provide options for scaffolding in Spanish, structured partner talk, guided annotations, and comprehension checks. Use a bullet-point format and bold all student-facing instructions.

Prompt 4: Graphic Organizer + Tiered Tasks

Prompt:

Act as a reading specialist in a multilingual classroom. Create a scaffolded close-reading activity for a 12th-grade class analyzing irony in a short story. Include a printable graphic organizer, tiered comprehension questions for three proficiency levels, and suggested teacher prompts to support students during reading. Output should be formatted like a lesson planning template.

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Prompt 5: Google Docs–Ready Scaffold

Prompt:

You are a tech-savvy literacy coach. Write a scaffolded close-reading activity in Google Docs format for a 9th-grade class reading a passage from *Of Mice and Men*. Include:

1. A short excerpt
2. A vocabulary preview box
3. Step-by-step reading tasks
4. Text-dependent questions with hints
5. A sentence frame for a paragraph response

Make it beginner-friendly and ready to drop into a digital platform.

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Title 6. Suggest culturally relevant literature.

Below are **5 strong AI prompts** using all the right components to help teachers find culturally responsive and engaging reading materials for their 9th–12th grade Emergent Bilingual students.

COMPONENTS INCLUDED:

1. **Role:** Culturally responsive literacy specialist
 2. **Task:** Recommend literature that connects to student backgrounds
 3. **Context:** Grade level, cultural diversity, English proficiency
 4. **Format:** List, table, annotated bibliography
 5. **Audience:** High school reading teachers of EB students
 6. **Tone:** Affirming, inclusive, and teacher-ready
-

Prompt 1: Latino Heritage Literature List

Prompt:

You are a culturally responsive curriculum specialist. Provide a list of 10 culturally relevant literary works appropriate for 9th–10th grade Emergent Bilingual students from Latino backgrounds. Include the title, author, a one-sentence summary, and a reason why each is relevant. Make sure selections vary in Lexile level and offer themes like family, identity, or migration.

Prompt 2: Global Voices by Grade Band

Prompt:

Act as a multicultural literature expert. Suggest 5 culturally relevant literary texts for each grade

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level—9th, 10th, 11th, and 12th—that would resonate with Emergent Bilinguals from diverse backgrounds (Latino, African, Asian, Middle Eastern). Organize them in a chart with columns: Title, Author, Cultural Background, Grade, and Theme. Focus on short stories, poems, or novellas accessible to language learners.

Prompt 3: Thematic Reading for Identity & Belonging

Prompt:

You are an ESL reading coach designing thematic units. Recommend 7 culturally relevant literary texts that explore the themes of identity, immigration, and belonging for high school Emergent Bilingual students. For each text, provide:

1. Title and author
 2. Theme(s)
 3. Why it connects with multilingual students
- Use inclusive and affirming language in your descriptions.
-

Prompt 4: Annotated Book List with Language Supports

Prompt:

You are building a classroom library for a 12th-grade ESL reading class. Suggest 8 culturally relevant literary works (short stories, poems, or excerpts from novels) with a brief annotation describing its content, readability, and potential scaffolds (e.g., bilingual edition, audiobook, graphic novel version). Include authors from at least 3 cultural backgrounds.

Prompt 5: Lexile-Banded Global Authors List

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Prompt:

Act as a reading interventionist selecting literature for EB students. Provide a list of 10 culturally relevant short texts between 700–1000 Lexile, written by authors from diverse cultural backgrounds. Include title, author, Lexile level, and a brief note on how the content supports language development and cultural inclusion. Organize it in a teacher-friendly table.

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Title 7. Summarize complex texts for newcomers.

Below are **5 high-impact AI prompts**, crafted using effective prompt writing components, to help teachers generate simplified summaries of complex texts for Emergent Bilingual newcomers (those at early stages of English acquisition).

COMPONENTS INCLUDED:

1. **Role:** Literacy coach / ESL teacher / language simplification expert
 2. **Task:** Summarize and simplify
 3. **Context:** Grade level, text type, language level (newcomer)
 4. **Format:** Bullet, paragraph, sentence starters, chart
 5. **Audience:** EB students with limited English proficiency
 6. **Tone:** Clear, supportive, non-patronizing
-

Prompt 1: Literary Text Summary in Simple English

Prompt:

You are an ESL teacher creating resources for newcomer students. Summarize the short story *The Most Dangerous Game* in 8–10 simple sentences appropriate for 9th-grade Emergent Bilinguals. Use present tense, basic sentence structure, and high-frequency words. At the end, provide 3 comprehension questions with picture clues and sentence starters.

Prompt 2: Nonfiction Passage Simplification

Prompt:

Act as a language acquisition specialist. Simplify this 11th-grade nonfiction article about climate

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change so that it's appropriate for English newcomers. Write a 5–7 sentence summary using beginner-level vocabulary, short sentences, and clear transitions. Add a mini-glossary of 5 words and simple definitions. Make it visually chunked with headings.

Prompt 3: Side-by-Side Summary Version

Prompt:

You are a newcomer support teacher. Rewrite this excerpt from *Letter from Birmingham Jail* (12th grade) using side-by-side formatting:

1. Left column = Original text
 2. Right column = Simplified English for newcomers
- Keep each summary sentence short, clear, and in present tense. Include sentence frames for one written response question at the bottom.
-

Prompt 4: Summary with Visuals & Sentence Frames

Prompt:

Act as an ESL reading interventionist. Summarize this article about the Civil Rights Movement for 10th-grade newcomers. Write a short paragraph in simple English, then create 3 labeled images or icons that support key ideas. Provide 2 sentence frames students could use to write a summary response. Use an encouraging tone.

Prompt 5: Tiered Summary for Mixed Newcomer Class

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Prompt:

You are supporting a mixed-proficiency newcomer classroom. Create a tiered summary of the short story *Thank You, Ma'am* by Langston Hughes:

1. Level 1: 3 very short sentences with visuals
 2. Level 2: 5 simple sentences using transition words
 3. Level 3: 7–8 sentences with beginner academic vocabulary
- Label each level and include one question per level using sentence starters.
-

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Title 8. Adapt literary texts into graphic novel format.

Below are **5 expertly crafted AI prompts** designed to help teachers adapt complex literary texts into graphic novel or comic-style formats that are accessible for 9th–12th grade Emergent Bilingual students.

COMPONENTS INCLUDED:

1. **Role:** Graphic novel adapter / visual literacy expert
 2. **Task:** Adapt a literary text
 3. **Context:** Student proficiency, grade level, source text
 4. **Format:** Panels, captions, simplified dialogue
 5. **Audience:** EB students with visual learning strengths
 6. **Tone:** Engaging, visual, student-centered
-

Prompt 1: Visual Panels with Dialogue

Prompt:

You are a graphic novel adaptation expert. Adapt the short story *The Necklace* by Guy de Maupassant into a 6-panel graphic novel script for 9th-grade Emergent Bilingual students. Each panel should include a simple narration caption, beginner-friendly dialogue, and a suggested visual. Use simplified vocabulary and include a summary sentence after each panel.

Prompt 2: Comic Strip Breakdown of Key Scene

Prompt:

Act as an ESL graphic organizer creator. Turn the final scene from *Of Mice and Men* into a 4-

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panel comic strip format for 11th-grade EB students. Use simple language and describe what should be shown in each panel. Provide beginner-level dialogue bubbles and include a short caption describing the theme for each panel.

Prompt 3: Theme-Based Graphic Retelling

Prompt:

You are an English teacher adapting content for newcomers. Rewrite the story of *Romeo and Juliet* Act 1 as a comic script for 10th-grade Emergent Bilinguals. Focus on the theme of family conflict. Present it in 6–8 short “scenes” using narration and dialogue with beginner-friendly vocabulary. Add suggested images (e.g., “Scene 1: Two families arguing in the street”).

Prompt 4: Google Slides Graphic Novel Activity

Prompt:

You are designing a Google Slides activity for an ESL reading class. Create a graphic novel version of the myth *Icarus and Daedalus* for 9th-grade EB students. Write simplified dialogue and narration for 5 key scenes. Include space for students to draw or select clipart and provide a guiding question at the end. Keep instructions simple and visual.

Prompt 5: Adaptation with Multilingual Labels

Prompt:

You are creating bilingual reading support for newcomers. Adapt the story *The Gift of the Magi* into a 5-panel comic strip format using English and Spanish captions. For each panel, include:

1. A brief narration

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2. Dialogue in English
3. Spanish glossaries for 2 key terms

Make it visually engaging and accessible for a classroom with mixed literacy backgrounds.

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Title 9. Build text sets for a theme or essential question.

Below are **5 high-quality AI prompts** built using effective prompt components to help teachers of Emergent Bilingual students create themed or essential-question–driven text sets that are grade-appropriate, engaging, and linguistically accessible.

COMPONENTS USED:

- **Role:** Text curator / literacy coach / thematic unit planner
 - **Task:** Build a text set
 - **Context:** Grade level, theme, EB needs
 - **Format:** List, chart, annotated bibliography
 - **Audience:** 9th–12th grade EB students
 - **Tone:** Academic yet supportive
-

Prompt 1: Text Set for Identity Theme

Prompt:

You are a high school literacy coach building a text set for 9th-grade Emergent Bilingual students exploring the theme of "Identity and Belonging." Provide 6 texts across genres (poem, short story, article, memoir excerpt, etc.) that are culturally relevant and language-accessible. For each, include the title, author, genre, Lexile level (if available), and a 1-sentence rationale for inclusion.

Prompt 2: Text Set Aligned to Essential Question

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Prompt:

Act as a curriculum designer for multilingual learners. Create a 10th-grade text set around the essential question: “What makes a person powerful?” Include a mix of literary and informational texts that reflect diverse voices. For each text, provide a short description, suggested scaffolds (e.g., glossary, visuals), and the English proficiency level it best supports. Organize in a table format.



Prompt 3: Scaffolded Text Set for Historical Context

Prompt:

You are an ESL teacher planning a thematic unit on civil rights for 11th-grade students. Build a scaffolded text set with 5 texts that support the theme “Fighting for Justice.” Include one primary source, one literary text, one biography, one article, and one visual/multimedia source. For each, offer a 1-sentence summary, suggested scaffolds, and recommended reading level (newcomer, intermediate, or advanced).



Prompt 4: Comparative Text Set Across Cultures

Prompt:

Act as a culturally responsive text curator. Create a text set for 12th-grade Emergent Bilinguals focused on the theme “The American Dream.” Include at least 4 texts from diverse cultural perspectives (e.g., Latinx, African, Asian, immigrant/refugee narratives). Format the list with columns for: Title, Author, Culture/Origin, Genre, Theme Connection, and Proficiency Suitability.



Prompt 5: Literature Circle–Ready Text Set

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Prompt:

You are designing materials for literature circles in a 10th-grade reading class with mixed-proficiency EB students. Build a flexible text set on the theme “Overcoming Adversity” that includes at least 5 options. For each book or excerpt, provide:

- A short description
- Why it’s suitable for EB students
- Language supports available (audio, bilingual edition, etc.)
- Recommended Lexile level

Format the result as a teacher handout.

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Title 10. Generate guided reading questions by DOK level.

(DOK = *Depth of Knowledge*)

Below are **5 expertly crafted AI prompts** using the full set of effective prompt components to help educators create guided reading questions aligned to Webb’s DOK levels (1–4), specifically designed for use with Emergent Bilinguals in grades 9–12.

COMPONENTS INCLUDED:

1. **Role:** Instructional strategist / literacy specialist
 2. **Task:** Generate DOK-aligned reading questions
 3. **Context:** Text type, grade, EB language level
 4. **Format:** Tiered list, chart, or scaffolded frames
 5. **Audience:** Secondary EB students with varied proficiency
 6. **Tone:** Academic but accessible
-

Prompt 1: DOK-Tiered Questions for Short Story

Prompt:

You are a literacy specialist supporting Emergent Bilingual students. Write 3–4 guided reading questions for each DOK level (1–4) based on the short story *Thank You, Ma’am* by Langston Hughes. Questions should be scaffolded using sentence starters and word banks appropriate for intermediate English learners in 9th grade. Format the output as a chart labeled by DOK level.

Prompt 2: Informational Text Question Set with EL Supports

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Prompt:

Act as an ESL reading coach. Generate 3 guided reading questions per DOK level (1–4) for an 11th-grade nonfiction article about climate change. Each question should be written in simple English with an optional visual support suggestion (e.g., timeline, diagram, chart). Label questions clearly by DOK level and include sentence frames for written responses.



Prompt 3: DOK Question Bank for Mixed Proficiency Class

Prompt:

You are designing a question bank for a 10th-grade EB classroom. Based on a passage from *Night* by Elie Wiesel, create one guided reading question per DOK level (1–4) for each of three English proficiency tiers: newcomer, intermediate, and advanced. Provide sentence stems for each question and bold academic vocabulary to pre-teach. Organize the results in a grid.



Prompt 4: Theme-Based DOK Question Set

Prompt:

You are an English teacher preparing a guided reading discussion around the theme “freedom and confinement” in *The Yellow Wallpaper* for 12th-grade students. Generate one DOK 1, one DOK 2, one DOK 3, and one DOK 4 question, all with embedded sentence starters. Make each question accessible for intermediate to advanced Emergent Bilinguals. Format as a printable discussion handout.



Prompt 5: Build-Your-Own DOK Template

Prompt:

Act as a curriculum designer for EB literacy. Create a generic template that allows teachers to

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plug in any short story or article and instantly generate one DOK-level question for each level (1–4). The template should include example question stems, sentence frames, and a scaffold suggestion for each level. Format it in a fillable chart and make it suitable for printing.

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Title 11. Create a weeklong unit using backward design.

Below are **5 expertly structured AI prompts** using effective prompt components to help educators design a weeklong reading unit for Emergent Bilingual students using **backward design** (starting with the end goals and building instruction in reverse).

COMPONENTS INCLUDED:

1. **Role:** Curriculum designer / ESL instructional coach
 2. **Task:** Design a 5-day unit using backward design
 3. **Context:** Grade level, text type, student language needs
 4. **Format:** Table, lesson sequence, plan template
 5. **Audience:** Teachers of 9th–12th grade EB students
 6. **Tone:** Structured, instructional, clear
-

Prompt 1: Literary Unit on Character Development

Prompt:

You are a curriculum specialist using backward design to build a 5-day reading unit for 9th-grade Emergent Bilingual students. The unit's focus is character development in the short story *The Gift of the Magi*. Identify the final performance task first, then design daily objectives, formative assessments, and scaffolded activities leading up to it. Include language objectives and supports for newcomers and intermediates. Format as a Monday–Friday chart.

Prompt 2: Informational Unit with WIDA Supports

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Prompt:

Act as an ESL instructional coach. Design a weeklong, TEKS-aligned reading unit on analyzing argumentative techniques in editorials for 11th-grade EB students. Use the backward design model:

1. Define the final assessment
2. Determine assessment evidence
3. Plan scaffolded daily lessons

Include ELPS/WIDA alignment and activities that support reading, writing, speaking, and listening. Output should be formatted in a day-by-day outline.



Prompt 3: Multimodal Text Unit Using Backward Design

Prompt:

You are a bilingual curriculum writer. Create a 5-day reading unit for 10th-grade Emergent Bilinguals centered on the theme “Voices of Resistance,” using poems, speeches, and articles. Begin with the final product (a student-created protest poem or response essay). Then, build each lesson using the backward design framework:

1. Desired Results
2. Evidence
3. Learning Plan

Include vocabulary, scaffolds, and suggested sentence stems.



Prompt 4: Print-Ready Teacher Planner Format

Prompt:

Act as a lesson planning expert. Build a printable, one-page backward design unit plan for 12th-

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grade EB students reading *Letter from Birmingham Jail*. Final goal: Write a response analyzing rhetorical appeals. Fill in each section:

1. Enduring Understandings
2. Essential Questions
3. Final Task
4. Daily Lessons (Mon–Fri)
5. Language Supports
6. Assessment Plan

Use bullet points and teacher-ready language.



Prompt 5: Interactive Google Docs Backward Unit

Prompt:

You are an AI assistant for teachers creating digital materials. Build a 5-day unit for 9th-grade EB students on the theme of “Overcoming Obstacles” using backward design. Begin with a simple final task (e.g., short narrative or Flipgrid oral reflection), then design each lesson to build background, vocabulary, and analytical skills. Format your output to be copy-paste-ready for Google Docs with bolded sections and scaffolding tips.

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Title 12. Add visual aids and cues to a reading assignment.

Below are **5 finely crafted AI prompts** that use the essential components of effective prompt writing—designed to help teachers integrate visual supports into reading assignments for 9th–12th grade Emergent Bilingual students.

COMPONENTS INCLUDED:

1. **Role:** Visual literacy expert / EB curriculum designer
 2. **Task:** Integrate visual aids and cues
 3. **Context:** Text type, reading skills, student proficiency
 4. **Format:** Annotated suggestions, slide layout, table, list
 5. **Audience:** Secondary EB reading students
 6. **Tone:** Practical, visual, and student-centered
-

Prompt 1: Visual Cues for Informational Text

Prompt:

You are a curriculum designer for EB students. Take a 10th-grade informational article on climate change and add visual supports to enhance comprehension. Suggest:

1. One image per paragraph
2. Icon-based comprehension cues
3. A vocabulary chart with picture definitions

Format the output as a slide layout with annotations for each visual aid. Ensure supports are appropriate for newcomers and intermediates.

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Prompt 2: Story Map with Visual Aids

Prompt:

Act as an ESL instructional designer. Create a visual story map template for 9th-grade Emergent Bilingual students reading *The Most Dangerous Game*. Include labeled sections with icons for setting, characters, conflict, climax, and resolution. Provide student directions in simplified English. Include sentence stems and allow space for students to draw or paste visuals.

Prompt 3: Reading Guide with Embedded Images

Prompt:

You are building a scaffolded reading guide for 11th-grade EB students. Adapt a passage from *Night* by Elie Wiesel to include visual aids that support understanding of historical context, emotional tone, and vocabulary. Suggest 5–6 visual additions (maps, photos, icons, charts), and explain how each one helps EB students comprehend the text. Format suggestions as an annotated list.

Prompt 4: Dual-Modality Assignment

Prompt:

Act as a reading interventionist. Create a dual-modality reading assignment using visuals and text for 12th-grade Emergent Bilingual students analyzing *Letter from Birmingham Jail*. Identify 4 key excerpts and pair each with:

1. A historical photo or symbolic image
2. A guiding question
3. A visual-thinking sentence starter

Present in a chart format ready for use in stations or slides.

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Prompt 5: Illustrated Vocabulary Preview

Prompt:

You are supporting vocabulary acquisition for a mixed-proficiency EB class. Build a visual vocabulary preview for a 9th-grade reading of *Of Mice and Men*. Include:

- 8 tier-2 or tier-3 words from the passage
- Simple definitions
- Contextual images or icons
- One student-friendly sentence per word

Format as a printable chart with space for student sketching.

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Title 13. Modify activities for students with interrupted education.

Below are **5 well-structured AI prompts** using effective prompt components—designed to help teachers adapt reading activities for **SLIFE** students (Students with Limited or Interrupted Formal Education), particularly those who are Emergent Bilinguals in grades 9–12.

COMPONENTS INCLUDED:

- **Role:** SLIFE support specialist / ESL reading interventionist
 - **Task:** Modify existing reading tasks
 - **Context:** Student background, literacy gaps, trauma-informed instruction
 - **Format:** Simplified task steps, visuals, sentence frames, oral options
 - **Audience:** Secondary EB students with limited formal schooling
 - **Tone:** Compassionate, accessible, and trauma-sensitive
-

Prompt 1: Simplified Reading Activity with Oral Option

Prompt:

You are an ESL interventionist modifying curriculum for students with interrupted formal education. Adapt a 9th-grade reading activity on character traits in *Thank You, Ma'am* so that it includes visual support, simplified directions, and an option for oral response instead of writing. Present the modified activity as a list of 5 steps, with icons or image suggestions for each.

Prompt 2: Life-Connected Reading Task

Prompt:

Act as a culturally responsive educator. Modify a 10th-grade nonfiction reading task about

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personal responsibility for SLIFE students. Replace abstract questions with real-life connections, hands-on visuals, and discussion-based tasks. Use student-friendly vocabulary, sentence stems, and a peer collaboration suggestion. Output should be formatted for classroom print.

Prompt 3: Scaffolded Paragraph with Word Bank

Prompt:

You are designing a paragraph-writing task for 11th-grade EB students who are SLIFE. Rewrite the task based on a short story about courage, and include:

1. A sentence frame scaffold
 2. A word bank
 3. One visual cue per paragraph idea
- Offer a simplified prompt and include directions in plain English.
-

Prompt 4: Activity with Built-in Mini-Lesson

Prompt:

You are adapting a 12th-grade reading comprehension task on analyzing theme for SLIFE students. Rewrite the activity to include a built-in mini-lesson with modeling (teacher example), guided group work, and a drawing-based retelling option. Organize your response as three short steps: I Do, We Do, You Do—with notes on how each step supports SLIFE learners.

Prompt 5: Low-Literacy Reading Alternative

Prompt:

Act as a reading coach for multilingual newcomers with interrupted education. Create a

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simplified reading activity based on a short article about food insecurity. The task should rely more on visuals, speaking, and matching than on writing. Provide:

1. A 3–4 sentence version of the article in simple English
 2. A cut-and-match vocabulary task
 3. One oral discussion prompt with sentence starters
- Format for easy printing.
-

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Title 14. Design an activity using audio narration.

Below are **5 expertly structured AI prompts** using all essential prompt components—created to help educators design audio-based reading activities for 9th–12th grade Emergent Bilingual students, especially helpful for auditory learners and those with limited reading fluency.

COMPONENTS INCLUDED:

1. **Role:** Audio-literacy specialist / ESL engagement coach
 2. **Task:** Design audio-supported reading activity
 3. **Context:** Grade level, proficiency level, source text
 4. **Format:** Activity steps, script, visuals, sentence stems
 5. **Audience:** EB students with auditory or oral strengths
 6. **Tone:** Instructional, accessible, multimodal
-

Prompt 1: Paired Listening + Discussion

Prompt:

You are an ESL reading coach designing an audio-based activity for 10th-grade Emergent Bilingual students reading a nonfiction article on climate justice. Create a 3-step paired listening activity:

1. Play narrated passage
2. Students respond to sentence frames verbally
3. Partner discussion using visual supports

Include one follow-up question per step and bold any academic language. Keep instructions beginner-friendly.

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Prompt 2: Literary Listening + Retell Scaffold

Prompt:

Act as a curriculum designer for newcomer students. Create an audio-supported reading activity for 9th graders using a simplified version of the short story *The Sniper*. Include:

1. A 1-minute audio narration script
 2. One visual sequencing handout
 3. A scaffolded oral retell prompt with sentence starters
- Format the materials for easy classroom printing and playback.
-

Prompt 3: Podcast-Style Listening + Response

Prompt:

You are building a podcast-style listening activity for 11th-grade EB students. Using a short editorial about youth activism, write an audio script and a companion response sheet that includes:

1. Vocabulary preview
 2. 3 comprehension questions
 3. 1 reflection prompt with visuals or icons
- Make all language and instructions appropriate for intermediate learners.
-

Prompt 4: Multimodal Story Listening Station

Prompt:

Act as a tech-integrated ESL teacher. Design a listening station activity for 12th-grade Emergent Bilinguals reading *Letter from Birmingham Jail*. Use a recorded reading clip and build a 4-part task:

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1. Listen with transcript
 2. Highlight key words
 3. Match quotes with meanings
 4. Record a student reflection
- Provide sentence frames and clarify any complex vocabulary.
-



Prompt 5: Sentence-Level Listening Practice

Prompt:

You are supporting 9th-grade EB students with limited reading fluency. Design a sentence-level listening activity where students hear 5 key sentences from a literary text (e.g., *Of Mice and Men*) and complete a graphic organizer with:

1. Who is speaking
2. What is happening
3. What it means

Include audio script, simplified task directions, and icons for visual support.

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Title 15. Generate interactive, choice-based reading tasks.

Below are **5 strong AI prompts** designed with effective prompt components to help educators create **interactive, choice-based reading activities** for 9th–12th grade Emergent Bilingual students—promoting autonomy, engagement, and language growth.

COMPONENTS INCLUDED:

- **Role:** Engagement strategist / UDL-aligned curriculum designer
 - **Task:** Create choice-based, interactive reading activities
 - **Context:** Grade level, text type, language proficiency
 - **Format:** Menus, task cards, stations, Google Slides
 - **Audience:** EB students with varied interests and proficiency levels
 - **Tone:** Empowering, student-centered, engaging
-

Prompt 1: Reading Response Choice Board

Prompt:

You are a UDL-aligned curriculum designer. Create a reading response choice board for 10th-grade Emergent Bilingual students based on the short story *The Lottery*. Include 6 options that vary by modality (drawing, writing, speaking, digital). Label each task with its language domain (e.g., reading, speaking) and provide sentence frames for support. Format as a 2x3 grid for printing or Google Slides.

Prompt 2: Character Exploration with Roleplay Options

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Prompt:

Act as a reading engagement specialist. Create an interactive, choice-based activity where 9th-grade EB students explore a character from *Of Mice and Men*. Provide 3 choices:

- Write a diary entry
- Record a mock interview
- Create a character trading card

For each, offer sentence starters, visual support ideas, and indicate which English proficiency level it's best suited for (newcomer, intermediate, advanced).

Prompt 3: Literary Stations with Embedded Scaffolds

Prompt:

You are designing four choice-based reading stations for 11th-grade Emergent Bilinguals reading *Night* by Elie Wiesel. Each station should address a different focus: vocabulary, theme, character analysis, and historical context. Include scaffolded tasks at each station and suggestions for pair or group support. Format it as a printable rotation guide.

Prompt 4: Google Slides–Based Interactive Reader Task

Prompt:

Act as an edtech-integrated reading teacher. Create an interactive, choice-based activity in Google Slides for 12th-grade EB students reading *Letter from Birmingham Jail*. Include:

1. Three response formats (video reflection, written letter, visual storyboard)
2. One guiding question for each
3. Sentence frames and vocabulary support

Ensure that directions are beginner-friendly and suitable for screen readers.

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Prompt 5: Tiered Choice Menu by Proficiency Level

Prompt:

You are supporting mixed-level Emergent Bilingual students. Design a 9th-grade reading task menu based on the theme “Overcoming Challenges” using 3 different texts. Offer 2 task options for each level (beginner, intermediate, advanced). Include tasks like storyboarding, roleplay, caption writing, and peer interviews. Present as a tiered chart and include built-in scaffolds (e.g., sentence starters, image cues).

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Title 16. Plan a Socratic seminar on a short story.

Below are **5 carefully constructed AI prompts** using effective prompt components to help teachers design **Socratic seminars** tailored to 9th–12th grade Emergent Bilingual students—ensuring meaningful discussion, language development, and accessibility.

COMPONENTS INCLUDED:

1. **Role:** Socratic seminar facilitator / ESL discussion coach
 2. **Task:** Plan a structured, scaffolded seminar
 3. **Context:** Short story, grade level, language proficiency
 4. **Format:** Discussion questions, sentence frames, roles, preparation guide
 5. **Audience:** EB students learning academic discourse
 6. **Tone:** Empowering, respectful, student-centered
-

Prompt 1: Seminar Plan with Scaffolds

Prompt:

You are a discussion-based learning expert. Create a Socratic seminar lesson plan for 10th-grade Emergent Bilingual students based on *The Necklace* by Guy de Maupassant. Include:

1. 5 open-ended, text-dependent questions
 2. Sentence starters for each question
 3. Role cards (e.g., clarifier, challenger, summarizer)
 4. A prep sheet with vocabulary supports
- Format as a print-ready lesson guide.
-

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Prompt 2: Beginner-Friendly Seminar Setup

Prompt:

Act as an ESL conversation coach. Plan a beginner-level Socratic seminar for 9th-grade EB students reading *Thank You, Ma'am* by Langston Hughes. Include:

1. Three simple discussion questions
 2. Illustrated vocabulary cards
 3. A student-friendly guide to "how to join a conversation"
 4. A teacher script to model discussion norms
- Keep it visual, supportive, and low-stress.
-

Prompt 3: Seminar Toolkit by Proficiency Level

Prompt:

You are designing a Socratic seminar toolkit for a mixed-proficiency EB class. Use *The Lottery* (10th grade) as the base text. Create three sets of guiding questions (one per proficiency level), each with sentence stems and visual scaffolds. Provide roles for discussion (e.g., questioner, connector), a simple participation rubric, and tips for peer feedback.

Prompt 4: Cross-Text Socratic Discussion

Prompt:

Act as a critical literacy specialist. Design a Socratic seminar for 11th-grade EB students comparing *Harrison Bergeron* and *Animal Farm*. Provide:

1. 4 thematic discussion questions
2. Academic vocabulary list
3. Sentence stems for agreement, disagreement, and elaboration

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4. A visual organizer to track contributions
Format for Google Docs or Slides.
-



Prompt 5: Reflective Seminar + Speaking Rubric

Prompt:

You are preparing a Socratic seminar for 12th-grade EB students on *The Yellow Wallpaper*.

Include:

1. 5 high-level discussion questions with supporting quotes
 2. Sentence starters for expressing analysis
 3. A reflective writing prompt post-seminar
 4. A speaking and listening rubric with ELPS-aligned criteria
- Use inclusive, trauma-aware language to support sensitive topics.
-

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Title 17. Create interdisciplinary reading/writing tasks.

Below are **5 strong AI prompts** built with effective prompt components to help teachers design **interdisciplinary tasks** that connect reading and writing across subjects—tailored for 9th–12th grade Emergent Bilingual students.

COMPONENTS INCLUDED:

1. **Role:** Interdisciplinary literacy coach / EB curriculum designer
 2. **Task:** Develop cross-curricular reading + writing tasks
 3. **Context:** Text themes, content areas, language needs
 4. **Format:** Task description, steps, scaffolds, output expectations
 5. **Audience:** EB students developing academic literacy in multiple subjects
 6. **Tone:** Collaborative, academic, accessible
-

Prompt 1: ELAR + Social Studies Task

Prompt:

You are a literacy coach designing an interdisciplinary assignment for 10th-grade Emergent Bilinguals. Combine a reading of *Letter from Birmingham Jail* with a U.S. History unit on civil rights. Create a reading-to-writing task where students analyze King’s rhetoric and write a letter in response. Include:

1. Guiding questions
 2. Academic vocabulary
 3. Sentence frames
 4. A writing rubric with EB supports
- Present it in a student-friendly format.

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Prompt 2: ELAR + Science Literacy Project

Prompt:

Act as a curriculum integration specialist. Design a reading and writing task for 9th-grade EB students linking informational texts about climate change to a biology unit on ecosystems.

Students should:

- Read a short article
- Annotate key points
- Write an explanatory paragraph connecting scientific and real-world ideas

Include scaffolds like vocabulary charts, sentence starters, and a paragraph frame. Format for Google Docs use.

Prompt 3: ELAR + Art Reflective Essay

Prompt:

You are an arts-integrated learning specialist. Create an interdisciplinary reading/writing task for 11th-grade EB students using the poem *Still I Rise* by Maya Angelou and a related work of visual art (e.g., mural, portrait). Students should analyze how both express resilience and write a personal response essay. Include language supports, discussion questions, and a graphic organizer for planning.

Prompt 4: ELAR + Math Data Analysis Task

Prompt:

Act as a cross-curricular planner for EB students. Create a task that links a nonfiction article about financial literacy to a math unit on budgeting for 12th graders. Students will:

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- Read and summarize the article
 - Analyze a data chart
 - Write a short explanation of how the data supports the article's claims
- Include tiered sentence frames and bolded academic verbs. Make it ready for classroom use.
-



Prompt 5: ELAR + Health/Social-Emotional Writing Task

Prompt:

You are designing a cross-content literacy task for 9th-grade EB students. Connect a reading on stress management from a health class to a personal narrative writing task in English. Students will:

1. Read and annotate the text
 2. Participate in a group discussion
 3. Write a personal story about how they've handled stress
- Include vocabulary previews, group norms, sentence starters, and a rubric aligned to ELPS.
-

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Title 18. Suggest anchor charts or reference visuals.

Below are **5 high-quality AI prompts** designed with all the right components to help teachers create or request **anchor charts and reference visuals** to support 9th–12th grade Emergent Bilingual students during reading instruction.

COMPONENTS INCLUDED:

1. **Role:** Visual learning specialist / ESL anchor chart consultant
 2. **Task:** Suggest or generate reference visuals
 3. **Context:** Reading skill or literary concept, grade, EB proficiency
 4. **Format:** List, sketch description, printable layout
 5. **Audience:** Secondary EB students needing visual scaffolds
 6. **Tone:** Clear, supportive, classroom-friendly
-

Prompt 1: Visual for Plot Structure

Prompt:

You are a visual literacy coach. Suggest a student-friendly anchor chart for 9th-grade Emergent Bilinguals on plot structure. The chart should include labeled visuals for exposition, rising action, climax, falling action, and resolution. Use symbols (e.g., mountain, arrows) and provide example sentence frames beneath each section. Include a list of Spanish–English vocabulary terms related to story structure.

Prompt 2: Anchor Chart for Theme vs. Main Idea

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Prompt:

Act as an ESL instructional support specialist. Create a reference visual that helps 10th-grade EB students distinguish between theme and main idea. Include:

1. A definition of each
 2. One visual icon for each concept
 3. A side-by-side comparison with short examples from *The Necklace*
 4. Sentence starters for identifying theme and main idea
- Format the chart so it can be displayed in print or projected digitally.
-

Prompt 3: Reading Strategies Chart with Visual Cues

Prompt:

You are designing a literacy anchor chart for 11th-grade EB students. Suggest a visual aid that shows 5 reading comprehension strategies (e.g., predict, question, clarify, summarize, connect). Use icons, color-coded boxes, and student-friendly definitions. Include examples of when to use each strategy and a multilingual title banner (English/Spanish).

Prompt 4: Figurative Language Visual Organizer

Prompt:

Act as an English teacher building a figurative language reference for 12th-grade Emergent Bilinguals. Design an anchor chart that includes visuals and definitions for simile, metaphor, personification, and hyperbole. Add one simple example for each (pulled from grade-level texts), plus translation of each term into Spanish and one space for student examples.

Prompt 5: Context Clues Anchor Chart

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Prompt:

You are a newcomer ESL teacher. Create a visual anchor chart that helps 9th-grade EB students use context clues to determine word meaning. Include:

1. The 4 types of context clues (definition, synonym, antonym, inference)
2. Icons or symbols for each
3. Short examples with visual prompts
4. A sentence frame for each type of clue

Design the chart for both classroom display and student notebooks.

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Title 19. Plan a digital escape room with reading content.

Below are **5 expertly designed AI prompts** using all the essential components to help educators create **digital escape rooms** that integrate reading skills and support 9th–12th grade Emergent Bilingual students. These prompts foster engagement, critical thinking, and language growth—while keeping the fun factor high.

COMPONENTS INCLUDED:

1. **Role:** Edtech-integrated reading specialist / game-based learning designer
 2. **Task:** Create or plan a digital escape room
 3. **Context:** Grade level, reading objective, EB supports
 4. **Format:** Puzzle list, storyline, Google Forms or Slides structure
 5. **Audience:** Secondary EB students (newcomer to advanced)
 6. **Tone:** Engaging, game-like, accessible
-

Prompt 1: Escape Room Based on Literary Text

Prompt:

You are a game-based learning expert. Create a digital escape room using *The Lottery* by Shirley Jackson for 10th-grade Emergent Bilinguals. Design 4 reading-based puzzles (e.g., character traits, setting clues, theme inference, vocabulary). Include:

1. A brief story-based intro
 2. Puzzle instructions in simplified English
 3. Sentence frames and visual clues
- Format it for use in Google Slides or Google Forms.
-

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Prompt 2: Vocabulary Escape Challenge

Prompt:

Act as an ESL curriculum gamifier. Build a vocabulary-focused digital escape room for 9th-grade EB students using tier-2 words from a recent nonfiction text on social media and mental health. Include:

1. A theme: “Crack the Code to Healthy Online Habits”
 2. 3 vocabulary puzzles (match, context clue, synonym sort)
 3. Audio support or picture clues for newcomers
- Provide a list of materials and format for classroom or asynchronous use.
-

Prompt 3: Cross-Content Reading Puzzle Room

Prompt:

You are integrating science and literacy. Create a reading-based digital escape room for 11th-grade Emergent Bilinguals using an article on climate change. Students must solve 4 puzzles that involve identifying main idea, analyzing text structure, interpreting graphs, and matching causes and effects. Include EB scaffolds like visual aids, sentence starters, and bilingual glossary hints.

Prompt 4: Historical Text Escape Room

Prompt:

Act as a secondary reading coach. Plan a digital escape room for 12th-grade EB students centered on *Letter from Birmingham Jail*. The game should contain:

1. A backstory tied to the civil rights theme
2. 3–5 puzzles using quotes, rhetorical devices, and historical references

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3. Hints using icons and chunked text
Include a teacher setup guide and a reflection slide at the end.
-



Prompt 5: Beginner-Friendly Story-Based Game

Prompt:

You are supporting newcomers in reading comprehension. Design a beginner-level digital escape room based on a short, simplified story about a lost dog. Include:

1. Audio narration of the text
2. 3 simple puzzles (sequence the events, match vocabulary to pictures, answer yes/no questions)
3. Visual directions and clickable clues

Format in Google Slides with links and sentence frames at each stage.

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Title 20. Adapt an AP-style passage for beginner readers.

Below are **5 expert-level AI prompts** built using effective prompt components to help teachers adapt **challenging, AP-style reading passages** into beginner-friendly versions for 9th–12th grade Emergent Bilingual students. These prompts support comprehension, vocabulary development, and scaffolded analysis without watering down core content.

COMPONENTS INCLUDED:

4. **Role:** Text simplification expert / EB literacy coach
 5. **Task:** Adapt rigorous texts for beginners
 6. **Context:** Text difficulty, language level, academic goal
 7. **Format:** Side-by-side version, tiered reading, simplified paragraph, glossary
 8. **Audience:** Emergent Bilinguals with limited proficiency
 9. **Tone:** Respectful, accessible, empowering
-

Prompt 1: Side-by-Side Simplified Version

Prompt:

You are a reading intervention specialist. Simplify this AP English Language nonfiction passage (on individualism in modern society) for 11th-grade newcomer students. Create a side-by-side adaptation:

1. Left: Original paragraph
 2. Right: Beginner-friendly version using present tense, simple syntax, and high-frequency vocabulary
- Include bolded tier-2 words with definitions at the bottom.
-

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Prompt 2: Literary Excerpt with Visual Glossary

Prompt:

Act as an ESL curriculum developer. Adapt an AP Literature passage from *Pride and Prejudice* for 12th-grade EB students at beginner proficiency. Rewrite it in 6–8 short sentences, using clear subject–verb structure. Add a visual glossary of 5 key terms and a quick comprehension check with sentence starters. Format for print or digital use.

Prompt 3: Tiered Adaptation with Scaffolded Questions

Prompt:

You are supporting a multi-level EB classroom. Rewrite a challenging AP-style passage from a historical speech for 10th-grade students in three tiers:

1. Newcomer-friendly version (3–4 sentences)
2. Intermediate version (5–6 simplified sentences)
3. Near-original version with context clues

Include one guiding question per level with sentence stems. Format as a leveled handout.

Prompt 4: Paragraph-by-Paragraph Adaptation

Prompt:

Act as an English teacher working with EB students. Adapt a complex AP-style persuasive passage into 3 simplified paragraphs. Keep the original tone and argumentative structure but use accessible vocabulary and visual symbols for abstract terms. Follow the reading with two multiple-choice questions and a visual vocabulary organizer.

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Prompt 5: Audio + Written Adaptation for Newcomers

Prompt:

You are creating a beginner-friendly version of an AP English nonfiction passage about the role of technology in relationships. Provide:

1. A simplified text version (150–200 words)
2. An audio narration script
3. Three yes/no or either/or comprehension questions
4. A sentence frame for a short written response

Make sure it's accessible for students with interrupted formal education.

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Title 21. Create formative assessments for short texts.

Below are **5 fully developed AI prompts** using all the effective prompt components—perfect for helping educators generate **formative assessments** that check comprehension, vocabulary, and analysis for short texts, specifically designed for 9th–12th grade Emergent Bilingual students.

COMPONENTS INCLUDED:

1. **Role:** Assessment designer / EB literacy specialist
 2. **Task:** Generate a formative assessment
 3. **Context:** Grade level, text type, language proficiency
 4. **Format:** Quiz, checklist, short response, scaffolded rubric
 5. **Audience:** EB students needing accessible checks for understanding
 6. **Tone:** Supportive, academic, straightforward
-

Prompt 1: TEKS-Aligned Reading Quiz

Prompt:

You are a literacy assessment designer. Create a 5-question formative assessment for 9th-grade Emergent Bilingual students who just read the short story *The Gift of the Magi*. Include:

1. 2 multiple-choice comprehension questions
 2. 1 vocabulary-in-context question
 3. 1 short constructed response with sentence stems
 4. 1 reflection question with visual support
- Align the questions to TEKS and format the quiz for print or digital use.
-

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Prompt 2: Visual Comprehension Check

Prompt:

Act as a reading specialist for multilingual students. Design a visual-based formative assessment for 10th-grade EB students reading an informational article on social media and teens. Include:

1. A cause/effect chart to complete
2. A vocabulary match (image to term)
3. A yes/no check for main ideas

Make the format beginner-friendly and include bilingual directions (English/Spanish).

Prompt 3: Exit Ticket with Tiered Prompts

Prompt:

You are a high school ESL co-teacher. Create a three-part exit ticket for 11th-grade EB students based on a poem about resilience. Include:

1. A “choose the best summary” question
2. A short-response prompt with sentence starters
3. A self-assessment reflection scale (1–5) with visual icons

Format it so it fits on a half-page and is accessible to newcomers and intermediates.

Prompt 4: Scaffolded Rubric for Written Response

Prompt:

Act as a language acquisition coach. Write a rubric-style formative assessment for 12th-grade Emergent Bilingual students after reading a persuasive article. Provide:

1. A short writing prompt asking for the author's argument and one supporting detail

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2. A 3-point rubric (emerging, developing, proficient) with student-friendly language
 3. Space for teacher comments and next-step goals
- Make it print-ready and ELPS-aligned.
-

Prompt 5: Oral Reading Check for Beginners

Prompt:

You are supporting newcomers in a 9th-grade reading class. Create a formative assessment that uses oral reading and speaking instead of writing. After students listen to a short story, have them:

- Retell one event in their own words using picture cues
- Answer two oral comprehension questions with sentence frames
- Record themselves reading 2–3 sentences aloud

Format it for use with Flipgrid or a phone recording app and include a simple feedback checklist for teachers.

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Title 22. Generate multiple-choice questions with distractors.

Below are **5 high-impact AI prompts** using the full range of effective prompt-writing components—crafted to help teachers create **multiple-choice questions** that are scaffolded, TEKS-aligned, and accessible for 9th–12th grade Emergent Bilingual students. Each prompt includes guidance for creating **plausible distractors** to support authentic learning.

COMPONENTS INCLUDED:

- **Role:** Assessment specialist / EB reading coach
 - **Task:** Generate MCQs with answer choices
 - **Context:** Text type, grade level, question focus, language level
 - **Format:** Questions with rationales or labels
 - **Audience:** EB students (beginner to advanced)
 - **Tone:** Academic, accessible, assessment-aligned
-

Prompt 1: TEKS-Based Literary MCQs with Distractors

Prompt:

You are a high school literacy assessment specialist. Write 4 multiple-choice questions for 9th-grade Emergent Bilingual students based on the short story *The Most Dangerous Game*. Focus on character traits and plot development. Include:

1. The question
 2. Four answer choices
 3. A note explaining why each distractor is plausible but incorrect
- Use simplified academic language and highlight tier-2 vocabulary.
-

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Prompt 2: Vocabulary-in-Context MCQs

Prompt:

Act as an ESL test developer. Create 3 multiple-choice questions for 10th-grade EB students using a nonfiction article on screen time and health. Focus each question on determining the meaning of a word in context. For each item, include:

1. Sentence from the text with word underlined
 2. Four answer choices (one correct, three distractors)
 3. A student-friendly explanation for each distractor
- Format for use in Google Forms or on paper.
-

Prompt 3: Theme and Inference Question Set

Prompt:

You are designing formative assessment items for 11th-grade EB students reading a poem about perseverance. Write 3 multiple-choice questions that target theme, tone, and inference. Each should include:

1. Clear, culturally neutral phrasing
 2. Answer choices with distractors that reflect common misunderstandings
 3. One sentence stem to support discussion of each question
- Use a tone that supports language learners' comprehension.
-

Prompt 4: Beginner-Level MCQs with Visuals

Prompt:

Act as a newcomer support teacher. Create 3 visual multiple-choice questions for 9th-grade EB students using a short passage about a student's first day at school. Each question should:

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1. Include a picture or icon with each answer choice
 2. Ask about setting, character action, or emotion
 3. Provide simple distractors based on common vocabulary mix-ups
- Write in simplified English with clear sentence structure.
-



Prompt 5: Literary Device Question Bank

Prompt:

You are building a quiz bank for 12th-grade EB students studying rhetorical devices in *Letter from Birmingham Jail*. Generate 4 multiple-choice questions that assess understanding of ethos, pathos, logos, and diction. Each should include:

1. A quote from the text
 2. Four answer choices (one correct, three distractors based on similar but incorrect literary terms)
 3. A brief teacher note explaining why each distractor is close but incorrect
- Use academic tone with embedded sentence stems.
-

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Title 23. Write open-ended questions using sentence frames.

Below are **5 expertly structured AI prompts** using all the key components of effective prompt writing—designed to help educators generate **open-ended questions** paired with **sentence frames** for 9th–12th grade Emergent Bilingual students. These encourage deeper thinking, support academic language, and boost writing and speaking confidence.

COMPONENTS INCLUDED:

1. **Role:** Academic language specialist / EB writing coach
 2. **Task:** Generate open-ended questions with sentence frames
 3. **Context:** Text, theme, proficiency level
 4. **Format:** Q&A format with frames; tiered or leveled output
 5. **Audience:** EB students needing structured academic discourse
 6. **Tone:** Supportive, inquiry-driven, language-conscious
-

Prompt 1: Literary Analysis with Frames

Prompt:

You are a secondary English teacher. Write 4 open-ended literary response questions for 9th-grade Emergent Bilingual students based on *Of Mice and Men*. For each question, include:

1. A sentence frame with transition words and academic vocabulary
 2. One optional sentence starter for newcomers
- Focus on character motivation, conflict, and theme. Use student-friendly phrasing.
-

Prompt 2: Informational Text Response Scaffold

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Prompt:

Act as an ESL writing coach. Create 3 open-ended reading questions for 10th-grade EB students reading an article about the effects of social media on teens. Provide a response frame for each using “I think... because...” or “The author believes... which shows...” Include sentence starters that support explanation, analysis, and personal connection.



Prompt 3: Tiered Frames for Mixed Proficiency

Prompt:

You are designing tiered open-ended questions for 11th-grade EB students after reading *Night* by Elie Wiesel. Write 3 questions that can be used across proficiency levels. For each, provide:

1. A beginner-level frame
 2. An intermediate-level frame
 3. An advanced-level frame
- Label each and align the structure to encourage deeper thought.
-



Prompt 4: Socratic Seminar-Ready Questions

Prompt:

Act as a Socratic seminar facilitator. Write 5 open-ended questions about *The Yellow Wallpaper* for 12th-grade EB students. Each question should explore tone, symbolism, or point of view. For each, include:

- A sentence frame for speaking
 - A sentence frame for writing
- Use academic verbs (e.g., suggests, reveals, contrasts) in the frames.
-

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Prompt 5: Opinion and Evidence Combo Questions

Prompt:

You are teaching newcomers how to support opinions with text evidence. Based on a short story about immigration, write 3 open-ended questions that ask students to share their opinion and cite the text. Provide two sentence frames per question:

- One for the opinion
- One for the evidence

Keep vocabulary basic and transitions scaffolded (e.g., “One reason is...” “For example...”).

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Title 24. Design rubrics with student-friendly language.

Below are **5 well-crafted AI prompts** using the essential components of effective prompt writing—designed to help educators create **rubrics** that are not only aligned to academic standards but also written in clear, student-friendly language for 9th–12th grade Emergent Bilingual students.

COMPONENTS INCLUDED:

1. **Role:** Assessment literacy coach / EB rubric specialist
 2. **Task:** Create a rubric in student-friendly terms
 3. **Context:** Reading or writing task, grade level, language proficiency
 4. **Format:** Tiered scale (e.g., 1–4), categories, student-accessible descriptions
 5. **Audience:** Emergent Bilinguals who benefit from simplified, transparent expectations
 6. **Tone:** Encouraging, clear, scaffolded
-

Prompt 1: Literary Analysis Paragraph Rubric

Prompt:

You are a reading and writing assessment coach. Create a 4-point rubric for 9th-grade Emergent Bilingual students writing a literary analysis paragraph. Use categories: **Idea**, **Evidence**, **Explanation**, and **Language Use**. For each level, use student-friendly language (e.g., “You gave a strong idea” vs. “Clear and relevant thesis”). Format as a simple chart students can use to self-assess.

Prompt 2: Visual Rubric for Newcomers

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Prompt:

Act as an ESL specialist for newcomers. Create a visual rubric for a 10th-grade reading summary assignment. Use 3 levels (Beginning, Developing, Strong) and 3 categories (Main Idea, Details, Sentence Clarity). Include icons for each level and phrase descriptions in very basic English. Format for printing or projecting in class.



Prompt 3: Oral Presentation Rubric with Frames

Prompt:

You are supporting a 11th-grade EB class preparing short oral reading responses. Write a rubric with 3 categories: **Speaking Clearly**, **Using Evidence**, and **Staying on Topic**. Include:

1. A 1–4 scale
 2. Descriptors in student-friendly language
 3. One sentence frame under each level to help students understand how to improve
- Use plain, supportive language throughout.
-



Prompt 4: Peer Review Rubric with Sentence Starters

Prompt:

Act as a collaborative learning coach. Create a student-friendly peer review rubric for 12th-grade EB students reviewing each other's short argumentative essays. Use 3 categories: **Claim**, **Support**, **Clarity**. For each level, include student-facing “sentence stems” that peers can use (e.g., “One thing you did well is...”). Format it for use in Google Docs or print.



Prompt 5: Bilingual Rubric for Narrative Writing

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Prompt:

You are designing a bilingual writing rubric for 9th-grade EB students completing a personal narrative. Write a 3-point scale for each of the following: **Organization**, **Details**, and **Voice**. Include both English and Spanish versions of each descriptor. Keep descriptions concise, kind, and accessible, and format it for students with low literacy.

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Title 25. Convert teacher feedback into growth-focused comments.

Below are **5 thoughtfully constructed AI prompts** using all the components of effective prompt writing—designed to help educators reframe teacher feedback into **constructive, student-facing comments** that support growth, confidence, and clarity for 9th–12th grade Emergent Bilingual students.

COMPONENTS INCLUDED:

1. **Role:** Instructional coach / feedback rewriter
 2. **Task:** Convert or rewrite feedback
 3. **Context:** Writing or reading performance, EB students, varied proficiency
 4. **Format:** Feedback transformation (from “fix-it” to growth-focused)
 5. **Audience:** EB students needing clear, encouraging next steps
 6. **Tone:** Supportive, empowering, strength-based
-

Prompt 1: Rewrite Feedback on Literary Analysis

Prompt:

You are a feedback specialist for secondary EB students. Rewrite the following teacher comment into student-friendly, growth-focused language:

Original: “You didn’t explain your evidence clearly.”

Provide 2 versions of the revised comment:

1. One for a newcomer
 2. One for an intermediate EB student
- Make sure the comment includes encouragement and a next step using simple academic language.

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Prompt 2: Frame Writing Feedback with “Glow and Grow”

Prompt:

Act as an ESL writing coach. Convert the following feedback into a “Glow and Grow” format for a 10th-grade student who is developing English skills:

Original: “Your ideas were good, but your grammar made it hard to understand.”

Include:

1. One positive comment (Glow)
 2. One growth-focused tip (Grow) with a sentence starter
- Keep both parts kind, specific, and constructive.
-

Prompt 3: Feedback Conversion Table

Prompt:

You are helping a team of teachers who work with Emergent Bilinguals. Create a chart with 5 examples of common teacher comments and convert them into growth-oriented feedback using supportive language. Each row should include:

1. Original Comment
 2. Reframed Student-Facing Comment
 3. Suggested Sentence Starter or Goal Statement
- Design the tone to build confidence and motivate revision.
-

Prompt 4: Feedback Rewriter with ELPS Language

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Prompt:

Act as an academic language coach. Rewrite the following comment using ELPS-friendly vocabulary and scaffolded instructions:

Original: “You need to use better transitions between your ideas.”

Provide:

1. A simplified student version
 2. A suggestion for a sentence frame
 3. One example transition phrase the student could use
- Make it accessible for an intermediate 11th-grade EB student.
-



Prompt 5: Multilingual Growth Comment Bank

Prompt:

You are building a multilingual feedback bank for 12th-grade EB students. Translate and simplify the following feedback into Spanish and English:

Original: “Try to use more specific evidence from the text to support your opinion.”

Provide:

1. English version (beginner-level phrasing)
 2. Spanish version
 3. One optional follow-up goal for student reflection
- Keep the tone warm and growth-minded.
-

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Title 26. Rewrite vague rubric categories to be specific.

Below are **5 strong AI prompts** using all the essential prompt-writing components—designed to help teachers **clarify and specify vague rubric language** so 9th–12th grade Emergent Bilingual students can actually understand and use the criteria to improve.

COMPONENTS INCLUDED:

- **Role:** Rubric clarity coach / EB assessment designer
 - **Task:** Rewrite unclear rubric categories
 - **Context:** Student-friendly, task-aligned, EB-accessible
 - **Format:** Before/after, chart, rewritten rubric lines
 - **Audience:** Secondary EB students (especially those still acquiring academic language)
 - **Tone:** Transparent, helpful, accessible
-

Prompt 1: Clarify “Ideas are developed” Category

Prompt:

You are a secondary literacy coach helping teachers rewrite vague rubric language. Take the rubric phrase **“Ideas are developed”** and rewrite it into three specific, student-friendly versions:

- One for beginning EB students
- One for intermediate students
- One for advanced EB students

Explain what “developed” means using examples or sentence stems.

Prompt 2: Rewrite 4 Rubric Phrases for Clarity

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Prompt:

Act as an assessment specialist for EB students. Take the following vague rubric categories and rewrite them in student-friendly language:

1. “Well-organized”
2. “Strong voice”
3. “Limited errors”
4. “Good use of evidence”

For each, provide a clear description of what success looks like. Keep wording accessible and include a sample sentence frame where appropriate.



Prompt 3: Before-and-After Rubric Conversion Chart

Prompt:

You are helping a team revise their rubrics for EB accessibility. Create a table with two columns:

1. Left: Original vague rubric phrase
2. Right: Rewritten, student-friendly version

Use these examples:

3. “Shows understanding”
4. “Stays on topic”
5. “Transitions are effective”

Add one teacher tip at the bottom for how to model these expectations visually or verbally.



Prompt 4: Language Use Category Rework

Prompt:

Act as a rubric designer for multilingual learners. Rewrite the “Language Use” section of a

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writing rubric so that it clearly distinguishes between a score of 1, 2, 3, and 4. Use phrases that EB students can understand, such as “Some mistakes, but I understand you” or “You used strong words and complex sentences.” Format as a vertical scale for classroom use.

Prompt 5: Rewriting for Peer Review Rubric

Prompt:

You are helping students peer-review each other’s responses. Rewrite the vague category “Clear ideas and structure” so that it can be used in a 3-point peer review rubric. Include:

1. Specific behavior-based descriptions for each level
 2. One example of what to look for in a paragraph
 3. A question a student could ask a peer based on the rubric
- Use beginner-friendly English and simple structure.
-

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Title 27. Create a reading comprehension checklist.

Below are **5 thoughtfully designed AI prompts** using all the essential components of effective prompting—perfect for helping educators generate **reading comprehension checklists** that are tailored to 9th–12th grade Emergent Bilingual students. These checklists help students self-monitor, reflect, and improve their reading skills independently or with teacher support.

COMPONENTS INCLUDED:

1. **Role:** EB reading strategist / literacy intervention specialist
 2. **Task:** Create or customize a comprehension checklist
 3. **Context:** Grade level, type of text, proficiency level
 4. **Format:** Bulleted list, table, yes/no checkbox, visual tool
 5. **Audience:** Emergent Bilinguals working toward independent reading skills
 6. **Tone:** Clear, supportive, growth-oriented
-

Prompt 1: Basic Comprehension Checklist for Beginners

Prompt:

You are a reading interventionist supporting newcomers. Create a simple reading comprehension checklist for 9th-grade EB students. Use basic language (e.g., “I can tell who is in the story”), picture icons, and a yes/no checkbox format. Include 6–8 items covering: main idea, characters, setting, sequence, and feelings. Format for classroom printing.

Prompt 2: Intermediate-Level Literary Text Checklist

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Prompt:

Act as a secondary English teacher. Write a reading comprehension checklist for 10th-grade EB students reading a short story. Use student-friendly academic language and include 8 items that address plot, conflict, theme, character motivations, and author's purpose. Phrase items as "I can..." statements. Include one optional reflection question at the end.



Prompt 3: Informational Text Checklist with Sentence Starters

Prompt:

You are designing a comprehension tool for 11th-grade EB students reading an informational article. Create a 10-item checklist that includes academic tasks such as identifying the main idea, finding supporting evidence, analyzing tone, and understanding vocabulary in context. For each item, include a simple sentence starter to guide written reflection (e.g., "The author's tone is...").



Prompt 4: Self-Monitoring Checklist for Independent Reading

Prompt:

Act as a reading coach. Create a self-monitoring comprehension checklist for 12th-grade Emergent Bilingual students doing independent reading. The list should include metacognitive prompts like:

1. "I know when I need to reread."
2. "I ask questions while I read."
3. "I can explain the author's point."

Format as a printable half-page tracker with a 1–5 rating scale.



Prompt 5: Bilingual Reading Checklist

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Prompt:

You are supporting a class of mixed-proficiency EB students. Create a bilingual (English/Spanish) reading comprehension checklist for 9th–10th graders reading short texts. Include 8–10 “I can...” statements covering key comprehension skills. Provide both English and Spanish translations side-by-side. Make it visually clear and easy for students to complete independently or with a partner.

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Title 28. Generate STAAR-style reading questions.

Below are **5 rigorously crafted AI prompts** using all the core components of effective prompt writing—designed to help educators create **STAAR-style reading questions** aligned with Texas standards and tailored to support 9th–12th grade Emergent Bilingual students.

COMPONENTS INCLUDED:

1. **Role:** STAAR item writer / ESL testing specialist
 2. **Task:** Create STAAR-aligned reading questions
 3. **Context:** TEKS alignment, passage type, EB language proficiency
 4. **Format:** Multiple choice, short constructed response, rationale
 5. **Audience:** EB students preparing for the STAAR exam
 6. **Tone:** Clear, rigorous, accessible
-

Prompt 1: Literary Passage with 4 MCQs

Prompt:

You are a STAAR reading item developer. Create 4 multiple-choice questions for a 9th-grade short story (*The Gift of the Magi*), aligned with TEKS for theme, inference, and character analysis. Each question should have:

1. A stem aligned to STAAR style
 2. 4 answer choices with one clear distractor
 3. A note on which TEKS it targets
- Include sentence stems for EB students to explain their answer choices.
-

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Prompt 2: Informational Text + Evidence-Based Questions

Prompt:

Act as a STAAR-aligned test writer for 10th-grade EB students. Using a nonfiction article about digital citizenship, write 2 paired STAAR-style questions:

1. One main idea or purpose question
2. One evidence-based follow-up

Include a simplified explanation of the question's focus and sentence stems for scaffolded discussion.

Prompt 3: STAAR Constructed Response with Rubric

Prompt:

You are preparing students for the STAAR short constructed response (SCR). Create a 1-paragraph reading-based prompt based on a 11th-grade poem about identity. Include:

- The SCR question in STAAR style
- A 3-point student-friendly scoring rubric
- Sentence starters and a word bank for EB support

Use TEKS-aligned terminology and include the ELPS connection.

Prompt 4: TEKS Targeted Question Bank (Visual + Text)

Prompt:

You are creating a STAAR-style question bank for 12th-grade EB students. Write 3 visual + text-based questions using an infographic about college readiness. Each question should test different TEKS skills: interpreting visuals, drawing conclusions, and analyzing text features. Format in test style and provide scaffolded versions for beginner/intermediate students.

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Prompt 5: STAAR Passage Scaffold with Glossary

Prompt:

You are helping EB students approach a 10th-grade STAAR literary passage. Provide:

- 1 paragraph of STAAR-like text
- 2 comprehension questions (MC and SCR)
- A visual word bank or glossary for EB support
- One sentence stem for the SCR

Design the activity for classroom practice or tutoring groups.

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Title 29. Make quick exit tickets for a short passage.

Below are **5 focused AI prompts** using all key prompt components—designed to help educators create **quick, meaningful exit tickets** that assess comprehension and support language development in 9th–12th grade Emergent Bilingual students after reading a short passage.

COMPONENTS INCLUDED:

1. **Role:** Literacy coach / formative assessment designer
 2. **Task:** Create exit tickets
 3. **Context:** Short text, skill focus, language level
 4. **Format:** Question(s), sentence frame, visual cue or checkbox
 5. **Audience:** EB students (beginner to advanced)
 6. **Tone:** Clear, efficient, reflective
-

Prompt 1: 1-Minute Literary Exit Ticket

Prompt:

You are a reading teacher creating a quick exit ticket for 9th-grade EB students who just read a short fiction passage. Write:

1. One open-ended question about character motivation
 2. A sentence starter (e.g., “The character felt... because...”)
 3. An optional emoji scale for confidence in understanding
- Format for quick, half-page printing.
-

Prompt 2: Informational Exit Slip with Vocabulary Check

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Prompt:

Act as an ESL support teacher. Create a 3-question exit ticket for 10th-grade EB students after reading a nonfiction text about the impact of smartphones. Include:

1. One multiple-choice main idea question
2. One vocabulary match (term to meaning)
3. One sentence starter for personal response

Keep language beginner-friendly and add small icons for support.



Prompt 3: Exit Ticket for Mixed Proficiency Levels

Prompt:

You are supporting a mixed-level EB reading class. Create a tiered exit ticket for 11th-grade students based on a poem.

1. Level 1: Circle the word that describes the poem's feeling
2. Level 2: Fill in the blank sentence frame (e.g., "This poem shows _____ because...")
3. Level 3: Short constructed response with text evidence

Label each level clearly and allow students to choose their level.



Prompt 4: Partner Reflection Exit Ticket

Prompt:

You are an EB instructional coach designing an exit ticket for 12th-grade students working in pairs. Students read a persuasive article. Your ticket should include:

1. One reflection question ("What is one thing your partner helped you understand?")
2. A sentence frame for speaking or writing

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3. A space to draw or circle the main idea
Make it collaborative and low-pressure.
-



Prompt 5: Bilingual Exit Ticket

Prompt:

You are creating a bilingual exit ticket for 9th-grade EB students reading a story about migration.

Write:

1. One comprehension question in English and Spanish
 2. One short opinion question with a sentence stem
 3. A checkbox section for “What I need help with” (in both languages)
Design it to fit on a single quarter-page with icons and simple visuals.
-

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Title 30. Build reading fluency progress monitoring templates.

Below are **5 expertly designed AI prompts** using effective prompt components—created to help educators build **reading fluency progress monitoring tools** tailored for 9th–12th grade Emergent Bilingual students. These templates support tracking growth in accuracy, rate, and expression, while remaining EB-accessible and teacher-friendly.

COMPONENTS INCLUDED:

1. **Role:** Literacy interventionist / fluency coach
 2. **Task:** Create progress monitoring tools
 3. **Context:** Secondary EB students, varied proficiency levels
 4. **Format:** Charts, checklists, logs, rating scales
 5. **Audience:** Teachers tracking EB fluency growth
 6. **Tone:** Professional, clear, instructional
-

Prompt 1: Oral Fluency Tracking Log

Prompt:

You are a secondary literacy coach. Create a weekly fluency tracking log for 10th-grade Emergent Bilingual students. Include columns for:

1. Passage title
2. Words per minute (WPM)
3. Accuracy rate
4. Notes on prosody (expression, phrasing)
5. Student reflection (“How did I feel reading today?”)

Format for printing and student folders.

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Prompt 2: Teacher Observation Checklist

Prompt:

Act as an ESL interventionist. Design a reading fluency observation checklist for 9th-grade EB students at beginner to intermediate levels. Include 6–8 observable behaviors such as:

- Reads word by word vs. in phrases
 - Self-corrects errors
 - Uses appropriate intonation
- Use a 1–3 rating scale and include a notes section.
-

Prompt 3: Paired Reading Fluency Tracker

Prompt:

You are developing a peer-based fluency monitoring tool for 11th-grade EB students. Create a chart where students can track each other’s reading once a week. Include:

- Fluency rubric (Rate, Accuracy, Expression)
 - Peer feedback sentence starters
 - Reflection prompt (“What I improved on this week...”)
- Make it friendly and low-stakes.
-

Prompt 4: Bilingual Progress Template

Prompt:

Act as a bilingual reading coach. Create a fluency progress monitoring template for 12th-grade Spanish-speaking EB students. Include:

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1. Labels in English and Spanish
 2. Space to record oral reading scores over 4 weeks
 3. A sentence stem for weekly goal setting
 4. Visual symbols for “fluency focus” (e.g., speed, tone, clarity)
-



Prompt 5: Digital-Friendly Fluency Tracker

Prompt:

You are designing a Google Sheet fluency tracker for teachers working with secondary EB students. Include:

1. Columns for date, text level, WPM, accuracy, expression score
 2. Conditional formatting to highlight growth
 3. A comment box for teacher notes
- Include a second tab with student-friendly definitions of fluency terms.
-

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Title 31. Scaffold a writing prompt based on a reading.

Below are **5 highly effective AI prompts** using all essential prompt-writing components—designed to help educators create **scaffolded writing prompts** that spring from a reading passage, and support 9th–12th grade Emergent Bilingual students in writing clear, text-connected responses.

COMPONENTS INCLUDED:

1. **Role:** Writing coach / scaffold designer
 2. **Task:** Create a scaffolded prompt
 3. **Context:** Text type, writing mode (narrative, analysis, argument), EB proficiency
 4. **Format:** Prompt + sentence stems, word bank, outline frame
 5. **Audience:** EB students across English proficiency levels
 6. **Tone:** Supportive, structured, growth-oriented
-

Prompt 1: Literary Analysis Prompt with Sentence Frames

Prompt:

You are an ELAR teacher supporting 9th-grade EB students. Create a scaffolded literary analysis writing task based on *Thank You, Ma'am* by Langston Hughes. Include:

1. A writing prompt asking students to analyze character change
 2. Three sentence starters to support paragraph development
 3. A word bank of 6–8 academic terms (e.g., “character,” “changes,” “shows,” “trust”)
Format it for print or digital use.
-

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Prompt 2: Informational Text Response Frame

Prompt:

Act as an ESL writing interventionist. Create a scaffolded writing prompt for 10th-grade EB students who read an article on cyberbullying. Ask them to explain the author's main idea and one supporting detail. Provide:

1. A fill-in-the-blank paragraph frame
 2. Two sentence stems for quoting the text
 3. A checklist to self-monitor content and grammar
- Use beginner-friendly English and a positive tone.
-

Prompt 3: Argumentative Writing with Scaffold Tiers

Prompt:

You are a secondary writing coach designing an argumentative prompt for 11th-grade EB students. Based on a reading about school uniforms, create a scaffolded prompt where students argue for or against a policy. Provide:

1. The writing task
 2. A tiered scaffold (newcomer, intermediate, advanced)
 3. A simple outline graphic organizer
- Make the instructions visual and student-accessible.
-

Prompt 4: Personal Connection Response

Prompt:

You are helping 12th-grade EB students respond personally to a reading about resilience. Create a scaffolded narrative prompt:

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1. Ask students to write about a time they overcame a challenge
 2. Include a hook suggestion and paragraph-by-paragraph prompts
 3. Offer sentence frames like “At first I felt... but then...”
Use language accessible for intermediate-level students.
-



Prompt 5: Bilingual Writing Prompt + Supports

Prompt:

Act as a bilingual teacher in a 9th-grade classroom. Create a scaffolded reading response writing prompt in both English and Spanish for students who just read a story about family migration.

Include:

1. The prompt in both languages
 2. Two sentence frames for each language
 3. A simple checklist for idea, details, and grammar
Keep tone affirming and instructions culturally responsive.
-

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Title 32. Create a revision checklist for summaries.

Below are **5 classroom-ready AI prompts** using all essential prompt-writing components—built to help teachers generate **revision checklists** specifically for improving student-written summaries. Each prompt supports 9th–12th grade Emergent Bilingual students in developing precision, clarity, and comprehension in their summary writing.

COMPONENTS INCLUDED:

- **Role:** Writing coach / EB summary specialist
 - **Task:** Create a revision checklist
 - **Context:** Summarizing skills, grade level, EB proficiency
 - **Format:** Checklist, sentence stems, examples
 - **Audience:** EB students reviewing written summaries
 - **Tone:** Encouraging, clear, student-centered
-

Prompt 1: Basic Summary Revision Checklist for Beginners

Prompt:

You are supporting 9th-grade newcomer students. Create a simple revision checklist for a summary paragraph. Use “I can...” statements such as:

- “I can say the most important idea.”
- “I can use my own words.”

Include no more than 6 items, with yes/no checkboxes and one emoji scale for confidence.

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Prompt 2: Literary Summary Checklist with Academic Language

Prompt:

Act as a writing specialist for 10th-grade EB students. Create a summary revision checklist based on a short story. Include 8 student-facing questions like:

1. “Did I clearly state the theme?”
2. “Did I avoid personal opinions?”

Add a sentence stem to help revise vague topic sentences and a space for peer comments.

Prompt 3: Tiered Checklist by Proficiency Level

Prompt:

You are designing a differentiated revision checklist for 11th-grade EB students. Create a chart with three columns:

1. Newcomer
2. Intermediate
3. Advanced

Each column should list revision items appropriate for that level (e.g., “I used sequencing words like ‘then’” or “I included no unnecessary details”). Include a reflection question at the bottom: “What did I change and why?”

Prompt 4: Informational Summary Checklist + Peer Review

Prompt:

You are guiding 12th-grade EB students revising a summary of a nonfiction article. Create a revision checklist that includes both self and peer review sections. Use 6–8 items that focus on:

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1. Accuracy
2. Clarity
3. Text-based evidence

Add sentence frames for giving peer feedback, such as: “One thing you did well was...” and “You could make this clearer by...”



Prompt 5: Bilingual Summary Editing Guide

Prompt:

Act as a bilingual writing coach. Create a summary revision checklist in both English and Spanish for 9th–10th grade EB students. Include:

1. “I can...” statements (e.g., “I can find the main idea”)
 2. Icons for each skill (idea, details, transitions)
 3. A simple feedback scale (Not Yet / Almost / Yes!)
- Keep the tone positive and the checklist visually friendly.
-

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Title 33. Make a student-friendly self-assessment form.

Below are **5 well-crafted AI prompts** using all the essential components of effective prompting—designed to help educators create **self-assessment forms** that are reflective, growth-oriented, and accessible for 9th–12th grade Emergent Bilingual students.

COMPONENTS INCLUDED:

1. **Role:** Reflective learning coach / SEL-integrated educator
 2. **Task:** Generate a self-assessment form
 3. **Context:** Reading or writing activity, proficiency level, age group
 4. **Format:** Checklist, scale, reflection prompt, sentence stems
 5. **Audience:** EB students practicing metacognition and goal setting
 6. **Tone:** Empowering, positive, reflective
-

Prompt 1: Reading Reflection Checklist with Emoji Scale

Prompt:

You are a reading teacher supporting 9th-grade EB students. Create a simple reading self-assessment form with 6 “I can...” statements and an emoji scale (😞 / 😐 / 😊) for each. Include statements like:

1. “I can explain what I read.”
 2. “I asked a question while I read.”
- Add one space for students to write a goal for next time.
-

Prompt 2: Writing Self-Assessment with Sentence Frames

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Prompt:

Act as an EB writing coach. Create a student-friendly writing self-assessment form for 10th-grade students after writing a summary. Include:

1. A 4-point scale (Not Yet, Getting There, Almost, Yes!)
2. 5 short criteria (e.g., “I stayed on topic,” “I used my own words”)
3. One sentence stem for goal-setting (e.g., “Next time, I will...”)

Format it for print or Google Forms.

Prompt 3: Bilingual Reading Self-Assessment

Prompt:

You are supporting 11th-grade Spanish-speaking EB students. Create a bilingual (English/Spanish) self-assessment form for reading comprehension. Include:

1. 5 statements in both languages (e.g., “I found the main idea / Encontré la idea principal”)
 2. One open-ended reflection question
 3. A 3-point scale (Never / Sometimes / Yes) with visual icons
-

Prompt 4: Group Work Reflection for Language Use

Prompt:

You are designing a collaborative learning self-assessment for 12th-grade EB students. Create a form that helps them reflect on participation in a small group reading discussion. Include:

- 5 “I can...” statements about speaking, listening, and helping others
- One peer shout-out line (“One partner who helped me was...”)
- A sentence starter for self-reflection (“I spoke more when I...”)

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Prompt 5: Goal-Tracking Exit Slip

Prompt:

You are building a weekly reading fluency self-check for 9th-grade EB students. Create a half-page self-assessment form with:

- 3 fluency “I can...” statements (e.g., “I read smoothly,” “I fixed my mistakes”)
 - A spot to set one small goal
 - A checkbox for “I want help with...” and a sentence frame (“Can you help me with...?”)
- Make it low-pressure and visually accessible.
-

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Title 34. Use AI tools to track their learning, set goals, and reflect on progress.

Below are **5 expertly designed AI prompts** using all components of effective prompt writing—created to help educators guide students in using **AI as a reflective learning tool**. These prompts help 9th–12th grade Emergent Bilingual students build metacognitive habits by tracking growth, setting goals, and reflecting on their reading and writing development.

COMPONENTS INCLUDED:

1. **Role:** Reflective learning coach / AI-powered tutor
 2. **Task:** Guide students in tracking and reflecting with AI
 3. **Context:** EB students, reading/writing goals, self-assessment
 4. **Format:** Guided conversation, goal tracker, reflection prompts
 5. **Audience:** EB students learning to use AI supportively
 6. **Tone:** Empowering, student-led, growth-focused
-

Prompt 1: AI Reflection Tracker for Weekly Reading Progress

Prompt:

You are a digital reading coach for 9th-grade Emergent Bilingual students. Guide a student to track their reading growth using this AI prompt:

“Help me reflect on my reading this week. I read [title]. I struggled with [skill], but I improved in [area]. Can you suggest a goal for next week and give me a sentence frame to support it?”

Ensure the AI response includes encouragement, a personalized goal, and one practice activity.

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Prompt 2: Writing Goal Setting Through AI Journal

Prompt:

Act as a writing reflection assistant for 10th-grade EB students. Generate a prompt they can use weekly to reflect on their writing:

“This week, I wrote about [topic]. Please tell me one thing I did well and one way to make it stronger. Then, give me a new goal and a sentence frame I can use in my next paragraph.”

Make the tone affirming and academic.

Prompt 3: AI Growth Portfolio Prompter

Prompt:

You are coaching 11th-grade EB students in building a digital growth portfolio. Provide a prompt they can use with AI after every major assignment:

“I just finished a [summary/essay/paragraph]. Can you give me feedback on [focus area]? Also, can you help me write a short reflection I can add to my portfolio that says what I learned and what I’ll try next time?”

Include a sample reflection response to model the process.

Prompt 4: Bilingual Reflection Companion

Prompt:

Act as a bilingual reflection tool. Write an AI prompt that 12th-grade Spanish-speaking EB students can use in English or Spanish to set goals and reflect on learning.

English: “I am learning how to [reading/writing skill]. Please help me set a small goal and explain how I can practice.”

Spanish: “Estoy aprendiendo a [habilidad]. Ayúdame a establecer una meta pequeña y dime

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cómo puedo practicar.”

Include example answers for both languages.



Prompt 5: Google Sheets AI-Powered Goal Tracker

Prompt:

You are an edtech-integrated learning coach. Design a Google Sheets layout and AI prompt combination that lets 9th–12th grade EB students:

1. Log assignments
2. Describe what they learned
3. Record AI-generated feedback
4. Set and check off goals

Include a sample formula for date stamping and a reflection prompt they can copy into an AI for each entry.

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Title 35. Learn when AI support is appropriate and avoid academic dishonesty.

Below are **5 well-structured AI prompts** using all key components of effective prompt writing—crafted to help educators guide 9th–12th grade Emergent Bilingual students in understanding **ethical use of AI tools**, when it’s appropriate to use AI, and how to **avoid plagiarism or misuse**.

COMPONENTS INCLUDED:

1. **Role:** Digital citizenship coach / AI literacy specialist
 2. **Task:** Teach appropriate and ethical AI use
 3. **Context:** High school EB classroom, writing and research scenarios
 4. **Format:** Scenarios, reflection prompts, yes/no checklists
 5. **Audience:** EB students learning digital literacy in academic settings
 6. **Tone:** Clear, cautionary, but encouraging
-

Prompt 1: AI Decision-Making Checklist

Prompt:

You are a digital citizenship teacher. Create a student-facing checklist for 9th-grade EB students to decide if using AI for a task is appropriate. Include questions like:

1. “Am I learning or just copying?”
2. “Is this helping me think, or doing the work for me?”

Add yes/no boxes and a color-coded visual key (green = OK, yellow = ask teacher, red = stop). Keep language accessible.

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Prompt 2: Scenario-Based Reflection Questions

Prompt:

Act as an AI ethics coach. Create three short scenarios that 10th-grade Emergent Bilinguals might face (e.g., copying AI answers for a summary, using AI to rephrase ideas, asking AI to check grammar). For each:

1. Ask: “Is this ethical AI use? Why or why not?”
 2. Include a sentence stem like: “I think this is okay because...”
Use real-life language and culturally sensitive examples.
-

Prompt 3: Do/Don’t Table for AI in Writing

Prompt:

You are a secondary ESL teacher. Make a table for 11th-grade EB students titled “How to Use AI the Right Way.” Include two columns:

1. **Do** (e.g., “Ask for sentence starters,” “Get help brainstorming ideas”)
 2. **Don’t** (e.g., “Paste the AI response as your own work”)
Include a third column for student reflection: “When would I use this?”
-

Prompt 4: Group Discussion Prompts on AI & Honesty

Prompt:

You are guiding a classroom discussion for 12th-grade EB students about academic honesty and AI. Create 4 discussion questions with sentence stems (e.g., “One way I’ve used AI well is...”)

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and 2 example misuse cases for debate. Add a reflection exit slip question: “What will you do differently when using AI next time?”

Prompt 5: Bilingual AI Ethics Poster

Prompt:

Act as a bilingual digital learning coach. Create a classroom poster titled “Use AI to Learn, Not to Cheat” for 9th–10th grade Spanish-speaking EB students. Include 4 dos and 4 don’ts in English and Spanish with icons or symbols. Keep the tone encouraging. Example:

1.  “Use AI to practice English” / “Usa la IA para practicar inglés”
 2.  “Don’t copy full answers” / “No copies respuestas completas”
-

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Title 36. Set reminders and use task breakdown features for project management.

Below are **5 classroom-ready AI prompts** using all the components of effective prompt writing—designed to help educators teach 9th–12th grade Emergent Bilingual students how to use AI to **break down complex tasks**, set reminders, and stay organized while working on reading or writing assignments.

COMPONENTS INCLUDED:

1. **Role:** Productivity coach / executive function guide
 2. **Task:** Use AI to break down assignments and manage deadlines
 3. **Context:** EB students managing multi-step projects
 4. **Format:** Step-by-step planner, checklist, reminder system
 5. **Audience:** EB students building academic time management skills
 6. **Tone:** Clear, motivational, scaffolded
-

Prompt 1: Task Breakdown Planner for Writing Assignment

Prompt:

You are an academic planner. Help me break down this assignment: “Write a 3-paragraph literary analysis of *Of Mice and Men*.” I am a 9th-grade Emergent Bilingual student. List the steps I should take day by day over 5 days. Include reminders like:

- "Brainstorm ideas"
- "Write your topic sentence"
- "Ask your teacher for feedback"

Add one motivational message at the end.

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Prompt 2: Project Timeline Generator

Prompt:

Act as a homework coach for a 10th-grade EB student. I need to complete a reading journal project with four entries. Help me make a timeline for the next two weeks.

Include:

- Task goals for each day
 - Reminders about supplies or materials
 - A suggested time of day to do the work
- Make the language simple and encouraging.
-

Prompt 3: AI as Accountability Buddy

Prompt:

You are my AI accountability buddy. I am an 11th-grade EB student working on a research project about climate change. I need help staying on track.

Create a daily checklist for 7 days with reminders like:

1. “Read 1 article”
 2. “Write 2 notes using your own words”
 3. “Review vocabulary”
- Include a check-in question like: “What did you learn today?”
-

Prompt 4: Sentence Starters for Weekly Goal-Setting

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Prompt:

You are helping me plan my week. I'm a 12th-grade EB student working on a personal narrative essay. Give me:

1. 3 goal-setting sentence frames
 2. A sample weekly plan broken into 5 steps
 3. A reminder sentence to keep me motivated
- Make sure the language is beginner-friendly and can fit in a planner.
-



Prompt 5: Bilingual Task Planner Template

Prompt:

You are creating a bilingual task planner for 9th–10th grade Spanish-speaking EB students. Make a chart with:

1. Task (English + Spanish)
2. Deadline
3. What to do today (small step)

Include icons (  ) and phrases like “Revise paragraph / Revisa el párrafo.” Add a sentence like: “Check off when you finish / Marca cuando termines.”

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37. Generate short reading tasks for each proficiency level.

Below are **5 expertly designed AI prompts** using all components of effective prompt writing—tailored to help educators create **short, scaffolded reading tasks** for 9th–12th grade Emergent Bilingual students across multiple English proficiency levels (newcomer, intermediate, advanced).

COMPONENTS INCLUDED:

1. **Role:** EB differentiation expert / reading interventionist
 2. **Task:** Generate leveled reading tasks
 3. **Context:** Grade level, topic, student proficiency levels
 4. **Format:** 3-level task list, visual or oral supports
 5. **Audience:** EB students with varied language acquisition levels
 6. **Tone:** Supportive, academically challenging, inclusive
-

Prompt 1: Literary Text Scaffold by Level

Prompt:

You are an ESL reading coach. Create 3 differentiated reading tasks for 9th-grade EB students reading *Thank You, Ma'am* by Langston Hughes.

1. Newcomer: Match character to actions with sentence frames
 2. Intermediate: Complete cloze summary with word bank
 3. Advanced: Write 2–3 sentences analyzing the character's motivation
- Label each level and include optional visual or oral scaffolds.
-

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Prompt 2: Informational Article on Social Media

Prompt:

Act as a secondary reading specialist. Design 3 short reading tasks at different proficiency levels (beginner, intermediate, advanced) based on a 10th-grade nonfiction article about social media and teens.

Each task should include:

1. A question or task
2. A sentence starter
3. A vocabulary support or hint

Use a simple table format to organize your response.

Prompt 3: Poetry Task by Language Level

Prompt:

You are building poetry comprehension tasks for 11th-grade EB students using the poem “Still I Rise.” Create:

1. A beginner-level task focused on matching lines to emotions
2. An intermediate task identifying poetic devices with sentence frames
3. An advanced task asking students to interpret theme and tone

Include visual cues or definitions for key academic terms.

Prompt 4: Historical Text with Tiered Tasks

Prompt:

You are planning reading tasks for 12th-grade EB students studying *Letter from Birmingham Jail*. Generate one reading task each for newcomer, intermediate, and advanced students. Tasks

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should scaffold toward understanding the author’s purpose.

Use sentence stems, glossary suggestions, and guiding questions. Provide teacher directions for grouping students by level.



Prompt 5: Bilingual Scaffolded Reading Plan

Prompt:

Act as a bilingual instructional coach. Create 3 short reading comprehension activities for 9th–10th grade Spanish-speaking EB students reading a short article about climate change.

1. Provide a task in English for each level
 2. Add key instructions in Spanish
 3. Include sentence frames and a picture icon per task
- Format it for classroom stations or small groups.
-

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Title 38. Convert grades into narrative feedback.

Below are **5 highly practical AI prompts** built with all components of effective prompting—designed to help educators convert **numeric or rubric-based grades into clear, encouraging narrative feedback** for 9th–12th grade Emergent Bilingual students. These prompts help ensure that feedback is understandable, actionable, and growth-focused.

COMPONENTS INCLUDED:

- **Role:** Feedback translator / narrative feedback coach
 - **Task:** Turn grades or rubric scores into written feedback
 - **Context:** Reading or writing tasks, EB student audience
 - **Format:** Narrative paragraph, bullet points, or scaffolded comment
 - **Audience:** EB students needing personalized, accessible progress updates
 - **Tone:** Supportive, specific, motivating
-

Prompt 1: Convert Rubric Scores to Comments

Prompt:

You are a writing teacher for 9th-grade EB students. Convert the following rubric scores into a paragraph of narrative feedback:

- Idea Development: 2
- Organization: 3
- Language Use: 2
- Conventions: 1

The comment should include:

- One strength

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- One area to improve
- A next step

Use simple language and sentence stems like “You did well when...” and “Next time, try...”

Prompt 2: Narrative Feedback Based on STAAR Score

Prompt:

Act as an EB support coach. A 10th-grade student received a 2 out of 5 on a STAAR short constructed response. Write a growth-focused comment in student-friendly language. Include:

1. What the student did correctly
 2. Why they may not have earned a higher score
 3. A practical revision tip
- Make it no more than 3 sentences and emotionally encouraging.
-

Prompt 3: Multi-Subject Grade Translator

Prompt:

You are a bilingual teacher preparing report card comments for a 11th-grade EB student. Convert these grades into personalized comments:

1. Reading: 78
2. Writing: 82
3. Participation: 95

Write 2–3 sentences per subject using growth language and highlight effort. Use simple academic English appropriate for sharing with families, and include a translated version in Spanish.

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Prompt 4: Comment Generator for Google Sheets

Prompt:

You are creating a feedback tool for a 12th-grade EB writing class. Design a set of IF/THEN rules for Google Sheets that automatically generates a comment based on score ranges (e.g., “If Score is 90–100, say: ‘You are mastering this skill.’”).

Include rules for:

1. Excellent
2. Developing
3. Needs Support

Add sample comments for each with sentence stems like “Your next step is...”

Prompt 5: Peer-to-Peer Grade Reflection

Prompt:

Act as a peer feedback facilitator. Create a form where EB students turn a partner’s grade into written feedback. Provide a sentence frame bank for:

1. What they did well (“I noticed you...” / “Your ideas were clear when...”)
2. How they can improve (“You could add...” / “Try using...”)

Keep the tone positive and provide an example filled out by a model student.

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Title 39. Generate feedback on oral reading recordings.

Below are **5 thoughtfully structured AI prompts** using all the essential components of effective prompt writing—designed to help educators generate **constructive, student-friendly feedback** on oral reading recordings submitted by 9th–12th grade Emergent Bilingual students. These prompts encourage fluency growth, build confidence, and support goal-setting.

COMPONENTS INCLUDED:

1. **Role:** Fluency feedback coach / oral language specialist
 2. **Task:** Provide narrative feedback on oral reading
 3. **Context:** Student audio recordings, varied EB proficiency
 4. **Format:** Paragraphs, bullet points, sentence stems, audio-compatible tips
 5. **Audience:** EB students developing oral fluency and confidence
 6. **Tone:** Encouraging, specific, actionable
-

Prompt 1: Basic Oral Reading Feedback with Sentence Frames

Prompt:

You are an ESL teacher listening to a 9th-grade newcomer’s oral reading recording. Provide a feedback comment that includes:

1. One strength (e.g., “You pronounced...” / “Your pace was steady...”)
 2. One growth area (e.g., “Try to pause more at punctuation.”)
 3. A suggested sentence frame to help them practice at home
- Make the tone warm and supportive.
-

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Prompt 2: Fluency Rubric to Narrative Feedback

Prompt:

Act as a reading fluency coach. Convert this rubric score into a student-friendly paragraph:

1. Accuracy: 3
2. Expression: 2
3. Rate: 2
4. Self-correction: 4

The student is a 10th-grade intermediate EB learner. Provide a brief paragraph with specific feedback and one practice suggestion (e.g., “Try reading with a partner and practicing dramatic reading”).

Prompt 3: Peer Feedback Script on Oral Reading

Prompt:

You are supporting peer feedback in an 11th-grade EB class. Create a script for students to give feedback on a partner’s Flipgrid oral reading. Include sentence starters like:

1. “I liked how you...”
2. “Next time you could...”

Add a reflection prompt: “What do you want to try next time you read aloud?”

Make it friendly and error-tolerant.

Prompt 4: AI Feedback Summary Generator

Prompt:

You are building an AI tutor that listens to a 12th-grade student’s oral reading of an academic paragraph. Provide a prompt that will generate:

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- A summary of what the student did well
- Feedback on expression and pronunciation
- One sentence they could practice reading again

Use plain, intermediate-level English that reinforces effort and models fluency.



Prompt 5: Bilingual Oral Reading Feedback Template

Prompt:

You are an EB reading teacher providing bilingual feedback. Create a template for commenting on a 9th-grade Spanish-speaking student's oral reading. Include:

- English and Spanish sections
- A glow (strength) and grow (suggestion) comment
- A visual rating scale (1–3 stars or smiley faces)

Keep language kind, culturally respectful, and visually simple.

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Title 40. Draft comments for report cards and family notes.

Below are **5 highly effective AI prompts** using all key components of prompt writing—designed to help educators generate **clear, strengths-based report card comments and family communication notes** for 9th–12th grade Emergent Bilingual students. These prompts prioritize language growth, cultural sensitivity, and actionable next steps.

COMPONENTS INCLUDED:

1. **Role:** Bilingual communication specialist / family liaison
 2. **Task:** Generate comments for families and progress reports
 3. **Context:** EB literacy progress, reading/writing growth, mixed proficiency
 4. **Format:** Paragraph, sentence starters, bilingual version
 5. **Audience:** Parents and guardians of EB students
 6. **Tone:** Positive, clear, culturally affirming
-

Prompt 1: Strength-Based Report Card Comment

Prompt:

You are a 9th-grade English teacher writing a report card comment for an intermediate EB student. The student has shown growth in reading comprehension and participates actively in class discussions.

Write a 2–3 sentence comment that highlights:

1. Strength
2. Growth
3. Encouraging next step

Use plain language suitable for families.

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Prompt 2: Bilingual Note Home About Writing Progress

Prompt:

Act as a bilingual teacher. Write a short note (3–4 sentences) to the family of a 10th-grade EB student who has improved their ability to write summaries. Include:

1. Positive tone
 2. Specific evidence of improvement
 3. A Spanish translation below the English version
- Be clear, warm, and easy to understand.
-

Prompt 3: Reading Progress Comment Bank

Prompt:

You are preparing a comment bank for 11th-grade EB report cards. Create 4 sample comments of 1–2 sentences each for students at different stages:

1. Newcomer
 2. Intermediate
 3. Approaching grade level
 4. Above grade level
- Each should mention reading progress and suggest a gentle next step (e.g., “Encouraged to read aloud at home”).
-

Prompt 4: Behavior + Language Growth Combined Comment

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Prompt:

You are a teacher writing a combined academic and behavioral comment for a 12th-grade EB student. They are respectful and show steady improvement in vocabulary use.

Write a 3-sentence paragraph that could be used on a report card or progress note, focusing on:

1. Social behavior
 2. Language development
 3. Encouragement for continued progress
-



Prompt 5: Family Engagement Invitation

Prompt:

You are sending a note home to invite the parents of a 9th-grade EB student to a reading celebration event. Include:

1. A compliment on the student's growth
2. An invitation to the event
3. Contact info for questions

Provide the message in both English and Spanish. Keep tone warm and family-friendly.

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Title 41. Create a Frayer model vocabulary chart.

Below are **5 classroom-ready AI prompts** using all the essential components of effective prompt writing—designed to help educators generate **Frayer models** (definition, characteristics, examples, and non-examples) for vocabulary instruction tailored to 9th–12th grade Emergent Bilingual students.

COMPONENTS INCLUDED:

1. **Role:** Vocabulary development specialist / EB literacy coach
 2. **Task:** Generate Frayer model vocabulary charts
 3. **Context:** Content-area or literary vocabulary, grade level, proficiency level
 4. **Format:** Frayer model with 4 labeled quadrants
 5. **Audience:** EB students building academic and tier-2 vocabulary
 6. **Tone:** Clear, visual, scaffolded
-

Prompt 1: Frayer Model for Literary Term

Prompt:

You are a vocabulary specialist creating a Frayer model for the word **“theme”** for 9th-grade EB students. Fill in the four parts of the chart:

1. Definition (in student-friendly English)
 2. Characteristics (how to identify it in a story)
 3. Examples (themes like friendship, identity, courage)
 4. Non-examples (plot, setting, title)
- Include an optional visual or icon for support.
-

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Prompt 2: Science Vocabulary Frayer Model

Prompt:

Act as a content-based ESL teacher. Create a Frayer model for the word “**photosynthesis**” for a 10th-grade biology unit. Write:

- A simplified definition
- 2–3 characteristics
- Real-world examples
- Common misconceptions (non-examples)

Format it so students can copy into a graphic organizer. Add a sentence stem to use the word in context.

Prompt 3: Frayer Model with Sentence Frame

Prompt:

You are teaching 11th-grade EB students about rhetorical devices. Create a Frayer model for the word “**pathos**.” Include:

- Student-friendly definition
- Characteristics in speeches
- Examples from famous speeches
- Misuses or confusions (e.g., “logos,” “logic”)

Add a sentence frame: “The author uses pathos to _____.”

Prompt 4: Bilingual Frayer Model Template

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Prompt:

You are designing a Frayer model for Spanish-speaking 9th–10th grade EB students learning the word “**justice.**” Provide:

1. English and Spanish labels for each section
 2. English definition with Spanish support
 3. Examples from literature and current events
 4. Icons for each quadrant
- Format it for print or interactive digital use.
-



Prompt 5: Group Work Vocabulary Frayer Model

Prompt:

You are preparing a collaborative activity. Write instructions for a small group of 12th-grade EB students to complete a Frayer model for the word “**satire.**” Include:

1. Instructions in simplified English
 2. A model response for one quadrant
 3. A peer discussion sentence starter: “I think satire means...”
- Make it suitable for oral discussion or digital Jamboard.
-

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Title 42. Define key words in student-friendly English.

Below are **5 effective AI prompts** using the full set of prompt-writing components—designed to help educators define academic or literary vocabulary in ways that **9th–12th grade Emergent Bilingual students** can easily understand, remember, and apply.



COMPONENTS INCLUDED:

1. **Role:** Vocabulary simplification specialist / EB language coach
 2. **Task:** Define academic or tier-2 words in plain English
 3. **Context:** Text type or subject, student language level
 4. **Format:** Definitions, sentence examples, visual or comparison aids
 5. **Audience:** EB students building academic literacy
 6. **Tone:** Simple, clear, and confidence-building
-



Prompt 1: Literary Vocabulary – “Conflict”

Prompt:

You are an ESL literature teacher. Define the word “**conflict**” in simple English for 9th-grade EB students. Include:

1. A definition with everyday language
 2. One sentence using the word in a reading context
 3. A real-life example students can relate to
- Make it short, visual, and accessible for intermediate learners.
-



Prompt 2: Informational Text Vocabulary – “Bias”

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Prompt:

Act as a language support coach. Explain the word **“bias”** to 10th-grade EB students reading an opinion article. Provide:

1. A student-friendly definition
 2. A sentence frame with a context clue (e.g., “The author is biased because...”)
 3. One tip for how to spot bias in a text
- Keep the tone respectful and academic.
-

Prompt 3: Content-Area Word – “Molecule”

Prompt:

You are teaching science vocabulary to 11th-grade EB students. Define **“molecule”** in a way that newcomers can understand. Include:

1. A definition using common, high-frequency words
 2. A classroom-friendly sentence (e.g., “Water is made of molecules.”)
 3. An analogy (e.g., “A molecule is like a tiny Lego piece that builds matter”)
- Format it for use in a word wall or notebook.
-

Prompt 4: Multiple Definitions with Student Comparison

Prompt:

You are helping 12th-grade EB students understand nuanced vocabulary. Provide two student-friendly definitions for the word **“tone”** (one literary, one everyday). Then write:

1. Two example sentences (one per meaning)
 2. A sentence starter that helps students compare the meanings
- Example: “In literature, tone means _____. In real life, tone means _____.”

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Prompt 5: Bilingual Glossary Entry

Prompt:

Act as a bilingual language development coach. Write a student-friendly English definition for “**evidence**” and include the Spanish translation for support. Add:

1. One example sentence in English
 2. A Spanish-language definition below it
 3. An icon suggestion to pair with the word (e.g., magnifying glass)
- Keep it suitable for newcomers and their families.
-

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Title 43. Provide bilingual glossary terms.

Below are **5 high-quality AI prompts** using all the key components of effective prompt writing—crafted to help educators create **bilingual glossaries** (e.g., English-Spanish) for 9th–12th grade Emergent Bilingual students. These prompts support vocabulary development across content areas and ensure equitable access to academic language.

COMPONENTS INCLUDED:

- **Role:** Bilingual vocabulary support coach
 - **Task:** Generate glossary entries with translations
 - **Context:** Subject area or text type, proficiency level
 - **Format:** English definition, Spanish equivalent, example sentence, visual cue (optional)
 - **Audience:** EB students navigating academic vocabulary in both languages
 - **Tone:** Clear, accessible, culturally affirming
-

Prompt 1: Literary Glossary – Theme, Plot, Conflict

Prompt:

You are creating a bilingual glossary for a 9th-grade English class. Define and translate the following terms: **theme, plot, conflict**. For each word, include:

- English definition (in student-friendly language)
- Spanish translation
- One example sentence in English
- One visual cue suggestion (e.g.,  for “plot”)

Format it in a table for classroom handouts.

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Prompt 2: Science Glossary – Photosynthesis, Cell, Energy

Prompt:

Act as a bilingual science coach. Create a mini-glossary for 10th-grade EB students on the topic of cells. Include these words: **photosynthesis, cell, energy**. For each term:

1. Write a beginner-friendly English definition
 2. Provide the Spanish translation
 3. Use a real-world example in a short English sentence
- Make the list printable and visually accessible.
-

Prompt 3: History Glossary for Informational Text

Prompt:

You are supporting 11th-grade EB students in U.S. History. Create a bilingual glossary for these terms: **segregation, protest, amendment**. For each, include:

1. A one-sentence English definition
 2. Spanish translation
 3. One historical or civic example (e.g., “The Civil Rights Act ended segregation.”)
- Add optional symbols for visual memory cues.
-

Prompt 4: Reading Strategy Glossary

Prompt:

You are creating a bilingual strategy reference for 12th-grade EB readers. Define the following terms in English and Spanish: **main idea, inference, summarize**. Include:

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1. A student-friendly definition
 2. A Spanish equivalent
 3. One classroom-use sentence frame (e.g., “The main idea is... / La idea principal es...”)
Format it for use in reading notebooks or anchor charts.
-



Prompt 5: Vocabulary Support Card for Newcomers

Prompt:

You are designing a vocabulary support card for a newcomer 9th-grade EB student. Include 5 academic terms related to argumentative writing: **claim, evidence, reason, counterargument, conclusion**. For each, write:

1. An English definition (very simplified)
 2. A Spanish translation
 3. One blank sentence frame to use the word
Example: “My claim is that _____ / Mi afirmación es que _____.”
-

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Title 44. Suggest gestures or visuals for vocabulary.

Below are **5 thoughtfully crafted AI prompts** using all key components of effective prompting—designed to help educators generate **gestures, visuals, or kinesthetic cues** that help 9th–12th grade Emergent Bilingual students internalize academic vocabulary through **multimodal learning**.

COMPONENTS INCLUDED:

1. **Role:** Multisensory vocabulary coach / EB learning strategist
 2. **Task:** Suggest gestures or visual cues for vocabulary
 3. **Context:** Grade level, academic content, language proficiency
 4. **Format:** Word + gesture description + visual/icon suggestion
 5. **Audience:** EB students who benefit from visual and kinesthetic input
 6. **Tone:** Practical, classroom-ready, inclusive
-

Prompt 1: Literary Terms with Kinesthetic Support

Prompt:

You are a high school English teacher supporting 9th-grade EB students. For the words **character, conflict, setting, and resolution**, suggest:

1. A simple hand gesture students can use while saying the word
 2. A visual icon or symbol to reinforce meaning
 3. A student-friendly definition in one sentence
- Make the ideas classroom-ready and easy to model.
-

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Prompt 2: Visuals and Gestures for Argumentative Writing

Prompt:

Act as a writing coach for 10th-grade EB students. Provide gestures or visuals to support the following words: **claim, evidence, reason, rebuttal**.

Include:

1. A movement (e.g., tapping your head for “reason”)
 2. A quick drawing idea or emoji (e.g., 🧠, 🧱, ⚖️)
 3. One sentence frame to use the word
- Keep the tone playful and instructional.
-

Prompt 3: Science Vocabulary with Movement

Prompt:

You are teaching 11th-grade EB students in a biology class. Suggest kinesthetic or visual supports for the words: **cell, nucleus, energy, photosynthesis**.

For each:

1. Suggest a motion or body-based symbol
 2. Describe a sketch or image to represent the concept
 3. Add a quick “teacher tip” for how to use it in context (e.g., while explaining a diagram)
-

Prompt 4: Anchor Chart Gesture Bank

Prompt:

You are creating a classroom anchor chart for 12th-grade EB students. Provide a “Gesture Bank” with 6 common academic vocabulary words used in reading class (e.g., **analyze, summarize,**

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contrast, infer, describe, support).

For each word:

- Describe a corresponding hand or body gesture
- Include a visual icon suggestion
- Add a sample student sentence using the word

Format it as a chart for classroom display.



Prompt 5: Bilingual Vocabulary + Gesture Combo

Prompt:

You are working with Spanish-speaking EB students in 9th grade. Provide bilingual support for these reading strategy terms: **main idea / idea principal, context clues / pistas del contexto, summarize / resumir.**

For each:

- Include a hand gesture
 - Give an icon suggestion
 - Write both English and Spanish versions of a sentence frame using the word
- Make it culturally responsive and student-friendly.
-

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Title 45. Translate idioms into literal and figurative meanings.

Below are **5 high-quality AI prompts** using all the essential components of effective prompt writing—designed to help educators teach **common English idioms** to 9th–12th grade Emergent Bilingual students by unpacking both **literal** and **figurative** meanings, supporting comprehension and usage.

COMPONENTS INCLUDED:

1. **Role:** Idiom decoding coach / cultural language guide
 2. **Task:** Explain and translate idioms
 3. **Context:** EB language level, cultural relevance, reading integration
 4. **Format:** Idiom + literal meaning + figurative meaning + example sentence
 5. **Audience:** EB students learning to navigate figurative language
 6. **Tone:** Culturally sensitive, humorous where appropriate, clear
-

Prompt 1: Idioms in Literature

Prompt:

You are teaching 9th-grade EB students reading *Of Mice and Men*. Translate the idioms “walking on eggshells” and “broke as a joke.”

For each, provide:

1. The literal meaning
2. The figurative meaning in plain English
3. One example sentence
4. A visual or emoji that might help remember it (e.g., 🟡 for eggshells)

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Prompt 2: School-Based Idioms

Prompt:

Act as a language coach for 10th-grade EB students. Translate and explain these school-related idioms: **“hit the books”**, **“pass with flying colors”**, **“pull an all-nighter.”**

For each:

1. Explain the literal image
 2. Provide the real meaning in accessible language
 3. Add one classroom example (e.g., “I had to pull an all-nighter to finish my project.”)
- Make it relatable and printable.
-

Prompt 3: Tiered Idiom Practice by Proficiency

Prompt:

You are building an idiom bank for 11th-grade EB students of mixed proficiency. Use the idiom **“break the ice.”**

1. For newcomers: Give a literal translation and visual
 2. For intermediate: Write the figurative meaning and example sentence
 3. For advanced: Offer a writing prompt using the idiom
- Organize in a table with clear labels.
-

Prompt 4: Bilingual Idiom Reference Chart

Prompt:

You are creating a bilingual idiom chart for Spanish-speaking 12th-grade EB students. Include

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these idioms: “spill the beans,” “bite the bullet,” “on the same page.”

For each:

1. Provide English idiom
 2. Literal meaning in English
 3. Figurative meaning in Spanish
 4. One bilingual example sentence (e.g., “He spilled the beans—Él reveló el secreto.”)
-



Prompt 5: Visual Slide Set for Idioms

Prompt:

You are building an interactive lesson. Create a Google Slides layout for teaching the idiom **“cost an arm and a leg.”**

Include:

1. Slide 1: Picture of literal meaning
 2. Slide 2: Figurative definition (“It was very expensive”)
 3. Slide 3: Sentence using the idiom
 4. Slide 4: Practice: “Use this idiom to describe a time you bought something expensive.”
Make it suitable for screen or print.
-

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Title 46. Generate cognates in English and Spanish.

Below are **5 well-crafted AI prompts** using all the effective prompt-writing components—designed to help educators **leverage cognates** to build vocabulary and comprehension for 9th–12th grade Emergent Bilingual students, especially Spanish speakers. Cognates are a powerful bridge between languages!

COMPONENTS INCLUDED:

1. **Role:** Cognate specialist / bilingual language facilitator
 2. **Task:** Identify, organize, and teach cognates
 3. **Context:** Academic vocabulary, content-area learning, reading
 4. **Format:** Word pairs, visual clues, false cognate alerts
 5. **Audience:** EB students (especially Spanish speakers)
 6. **Tone:** Clear, confidence-building, linguistically affirming
-

Prompt 1: Common Academic Cognates List

Prompt:

You are creating a list of English-Spanish cognates for 9th-grade EB students. Provide 10 academic words that are cognates (e.g., **family/familia**, **important/importante**). For each, include:

1. English word
 2. Spanish equivalent
 3. A sentence using the English word
 4. A classroom context or subject where it might appear
- Make the list beginner-friendly and printable.

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Prompt 2: Content-Specific Cognates – Science

Prompt:

Act as a bilingual science teacher. List 8 cognates commonly used in 10th-grade biology. For each, provide:

- English word
 - Spanish equivalent
 - A simplified definition of the English word
 - A tip for remembering it (e.g., “It looks almost the same in both languages!”)
- Include one “false friend” (e.g., “actual” ≠ “actual”) with a warning label.
-

Prompt 3: Literary Terms Cognate Chart

Prompt:

You are supporting 11th-grade EB students in English class. Create a chart of 6 literary terms that are English-Spanish cognates (e.g., **character/caracter**, **symbol/símbolo**).

For each, include:

- The English word
 - The Spanish cognate
 - A student-friendly definition in English
 - One example from literature
- Add a column for students to add their own illustration.
-

Prompt 4: False Cognates vs. True Cognates Sort

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Prompt:

You are helping 12th-grade EB students develop word awareness. Create a list of 10 English words—5 true cognates and 5 false cognates. Include a chart with:

1. Word in English
 2. Looks like in Spanish
 3. Is it a true cognate? ( or )
 4. Correct meaning in English
- Use this as a vocabulary sort activity.
-



Prompt 5: Bilingual Word Wall Template

Prompt:

You are designing a bilingual word wall for Spanish-speaking EB students. Create a template for posting cognates. Include sample content using the word “**conversation/conversación.**”

Template should include:

1. Word in English and Spanish
 2. Part of speech
 3. Student-friendly definition
 4. Example sentence
 5. Visual icon or image
- Make it visually clean and culturally inclusive.
-

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Title 47. Write cloze activities using academic vocabulary.

Below are **5 high-leverage AI prompts** using all components of effective prompt writing—crafted to help educators create **cloze (fill-in-the-blank) activities** that reinforce **academic vocabulary** in context for 9th–12th grade Emergent Bilingual students.

COMPONENTS INCLUDED:

1. **Role:** EB literacy strategist / scaffolded vocabulary builder
 2. **Task:** Create cloze reading or writing activities
 3. **Context:** Academic word list, content area, EB proficiency
 4. **Format:** Paragraph or sentence set with blanks, word bank, visual or linguistic support
 5. **Audience:** Secondary EB students learning Tier 2 and Tier 3 vocabulary
 6. **Tone:** Supportive, structured, academically rigorous
-

Prompt 1: Literary Vocabulary Cloze Passage

Prompt:

You are designing a cloze activity for 9th-grade EB students learning literary terms. Create a short paragraph (5–6 sentences) that includes the following vocabulary: **theme, character, conflict, resolution**.

1. Leave blanks for each word
 2. Include a word bank
 3. Add one sentence starter to help students summarize the passage after completing it
Use simplified syntax and clear context clues.
-

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Prompt 2: Informational Text Vocabulary Cloze (Science)

Prompt:

Act as a content-area ESL teacher. Create a cloze activity for 10th-grade EB students learning about ecosystems. Include the academic terms: **habitat, population, biodiversity, environment**.

1. Write 4–5 short sentences
 2. Leave one blank per sentence
 3. Provide a bilingual word bank (English/Spanish) and optional picture cues
Make it suitable for newcomers and early intermediates.
-

Prompt 3: Reading Strategy Vocabulary Cloze

Prompt:

You are helping 11th-grade EB students build metacognitive reading strategies. Create a cloze paragraph using these words: **infer, summarize, predict, clarify**.

1. Include a title and word bank
 2. Add one example sentence for each word after the activity for discussion
Make the tone academic but student-friendly.
-

Prompt 4: Argument Writing Cloze Practice

Prompt:

You are preparing students for an argumentative writing assignment. Create a cloze task using these terms: **claim, evidence, counterargument, conclusion**.

1. Use a 6-sentence paragraph structure typical of a persuasive response
2. Leave four blanks and provide a scaffolded word bank

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3. Include a prompt at the bottom: “Now, rewrite the paragraph in your own words.”
Perfect for 12th-grade EB students.
-



Prompt 5: Bilingual Cloze Starter Kit

Prompt:

Act as a bilingual language coach. Create a cloze paragraph using both English and Spanish clues for 9th–10th grade Spanish-speaking EB students. Use vocabulary related to goal-setting: **effort/esfuerzo, progress/progreso, challenge/desafío, success/éxito.**

1. Present the paragraph in English
 2. Provide Spanish hints in parentheses after each blank
 3. Include a mini-glossary below the paragraph
Design it for guided practice or independent review.
-

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Title 48. Create morphology charts for word parts.

Below are **5 expertly structured AI prompts** using all the components of effective prompt writing—designed to help educators build **morphology charts** that break down prefixes, roots, and suffixes for 9th–12th grade Emergent Bilingual students. These tools strengthen vocabulary, decoding, and academic language awareness.

COMPONENTS INCLUDED:

- **Role:** Word analysis coach / morphology specialist
 - **Task:** Create word part charts
 - **Context:** Academic vocabulary, EB proficiency, reading or content area
 - **Format:** Prefix + Root + Suffix + Meaning + Example
 - **Audience:** EB students needing support with word formation and meaning
 - **Tone:** Instructional, accessible, pattern-focused
-

Prompt 1: Common Academic Roots Chart

Prompt:

You are building a morphology chart for 9th-grade EB students. Focus on the roots: **spect, dict, scribe, port**.

For each root, provide:

- The meaning of the root
- 2 common words that contain it
- A student-friendly definition for each word
- A sentence frame using one of the words

Format it as a table ready for notebooks or word walls.

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Prompt 2: Prefixes That Change Word Meaning

Prompt:

Act as an ESL word study teacher. Create a morphology chart for these prefixes: **un-**, **re-**, **mis-**, **pre-** for 10th-grade students. For each:

1. Define the prefix in plain English
 2. List 2–3 example words
 3. Show how the prefix changes the meaning of the base word
Include a quick practice prompt like: “What does ‘rebuild’ mean?”
-

Prompt 3: Argumentative Writing Word Parts

Prompt:

You’re supporting 11th-grade EB students writing arguments. Make a morphology chart using these roots/suffixes: **cred (believe)**, **logy (study of)**, **able (can be)**, **tion (act of)**.

For each part:

1. Define it
 2. Give 2–3 academic words
 3. Show one example sentence
Make the chart dual-purpose: reading and writing.
-

Prompt 4: Science/ELA Cross-Curricular Morphology

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Prompt:

You're helping 12th-grade EB students identify word parts across science and English texts. Create a cross-curricular morphology chart using these roots:

1. **bio** (life), **therm** (heat), **graph** (write), **struct** (build)
For each:
 2. Provide meaning
 3. 2 academic examples (one from science, one from ELA)
 4. An icon or image suggestion
- Make it printable and easy to annotate.
-



Prompt 5: Bilingual Morphology Chart

Prompt:

Act as a bilingual literacy coach. Create a morphology chart for Spanish-speaking 9th–10th grade EB students. Use the affixes: **anti-**, **inter-**, **auto-**, **-ment**.

For each:

1. Provide the meaning in English and Spanish
 2. Include 2 example words
 3. Add a fill-in-the-blank sentence with one of the words
- Make it visually simple and student-driven.
-

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Title 49. Provide sentence starters for academic writing.

Below are **5 classroom-ready AI prompts** using all key components of effective prompt writing—designed to help educators generate **sentence starters** that support 9th–12th grade Emergent Bilingual students in crafting **academic writing** across genres (e.g., summary, analysis, argument, reflection).

COMPONENTS INCLUDED:

1. **Role:** Academic language coach / EB writing support specialist
 2. **Task:** Provide sentence starters for structured writing
 3. **Context:** Writing type, grade level, proficiency level
 4. **Format:** Starters organized by purpose (e.g., introduce, explain, conclude)
 5. **Audience:** EB students learning to express complex ideas in English
 6. **Tone:** Scaffolded, empowering, academically appropriate
-

Prompt 1: Literary Analysis Starters

Prompt:

You are teaching 9th-grade EB students to write about literature. Provide 8 sentence starters for analyzing a short story. Organize them by purpose:

1. Introducing an idea
2. Citing evidence
3. Explaining or analyzing
4. Concluding a paragraph

Keep them simple, academic, and ready for display on a classroom anchor chart.

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Prompt 2: Argumentative Writing Starters

Prompt:

Act as a writing coach for 10th-grade EB students. Create 10 sentence starters for writing argumentative essays. Group them by structure:

1. Thesis/Claim
2. Reasons
3. Evidence introduction
4. Counterargument
5. Conclusion

Include sentence stems such as: “One reason is...” and “Some people may say... but I believe...”

Prompt 3: Summary & Response Starters

Prompt:

You are guiding 11th-grade EB students through summary and response writing. Provide:

1. 4 sentence starters for summarizing an article
2. 4 sentence starters for responding with opinion or reflection

Use phrases like “The author’s main point is...” and “This reminds me of...” and format them for dual-language learners.

Prompt 4: Academic Transitions & Connectors List

Prompt:

Act as a secondary academic writing coach. Provide a categorized list of academic sentence starters for 12th-grade EB students writing across subjects. Include categories for:

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- Cause and effect
- Compare and contrast
- Adding information
- Giving examples

For each, give 2–3 beginner-friendly sentence stems. Use bullet format for ease of use in student notebooks.



Prompt 5: Bilingual Sentence Starters Chart

Prompt:

You are building a sentence starters chart for 9th–10th grade Spanish-speaking EB students.

Include:

- English sentence starters with Spanish translations side by side
 - Starters for intro, body, and conclusion
 - A sample academic paragraph showing how 3–4 of the sentence starters work together
- Make it printable and visually organized.
-

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Title 50. Create question stems for accountable talk.

Below are **5 expertly structured AI prompts** using all components of effective prompt writing—created to help educators generate **question stems** that promote **accountable talk** in 9th–12th grade Emergent Bilingual classrooms. These stems support academic discussion, critical thinking, and respectful peer interaction.

COMPONENTS INCLUDED:

1. **Role:** Academic conversation coach / speaking & listening specialist
 2. **Task:** Generate question stems to foster structured discussion
 3. **Context:** Literature, informational texts, academic dialogue
 4. **Format:** Categorized stems for comprehension, critique, extension
 5. **Audience:** EB students building oral language and discourse skills
 6. **Tone:** Respectful, scaffolded, student-empowering
-

Prompt 1: General Academic Conversation Stems

Prompt:

You are helping 9th-grade EB students engage in small-group discussions. Create a set of 10 accountable talk stems they can use to:

1. Ask a question
 2. Clarify a peer's comment
 3. Add on to someone's idea
 4. Politely disagree
- Use simple academic language (e.g., “Can you explain what you mean by...?”).
-

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Prompt 2: Text-Based Discussion Stems

Prompt:

Act as a secondary ELA teacher. Provide 8 sentence stems for 10th-grade EB students discussing a short story in literature circles. Include stems for:

1. Citing textual evidence
2. Asking for clarification
3. Making a connection

Include a sentence frame next to each (e.g., “On page ___, the author says ___, which shows...”).

Prompt 3: Argument & Debate Stems

Prompt:

You are coaching 11th-grade EB students in an academic debate. Provide question stems they can use to:

1. Challenge respectfully
2. Ask for elaboration
3. Request evidence

Examples: “How does that support your claim?” / “What’s another way to look at that?”

Include a short practice activity using the stems.

Prompt 4: Bilingual Talk Moves Chart

Prompt:

You are supporting Spanish-speaking EB students in 12th grade. Create a bilingual chart of 6

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accountable talk stems.

For each:

1. Write the English version
2. Translate it into Spanish
3. Include one emoji or icon that helps reinforce the tone (e.g., 🤔 for “I’m not sure I understand...”)

Format it for use in group discussions or Socratic seminars.



Prompt 5: Scaffolded Talk Stem Levels

Prompt:

Act as an oral language development coach. Create three levels of accountable talk stems (beginner, intermediate, advanced) for EB students to use in reading discussions. Each level should have 3–4 stems.

Label them clearly and provide a suggested response activity (e.g., “Use one stem from your level during your next group discussion and reflect on how it helped.”).

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Title 51. Generate text-dependent questions for close reading.

Below are **5 high-quality AI prompts** using all the essential components of effective prompting—designed to help educators generate **text-dependent questions (TDQs)** for 9th–12th grade Emergent Bilingual students during close reading. These questions guide students to return to the text, cite evidence, and deepen comprehension.

COMPONENTS INCLUDED:

1. **Role:** Close reading specialist / EB literacy coach
 2. **Task:** Create text-dependent questions
 3. **Context:** Literary or informational text, EB proficiency, reading level
 4. **Format:** Questions organized by skill (literal, inferential, analytical)
 5. **Audience:** EB students learning to cite and interpret evidence
 6. **Tone:** Academic, scaffolded, inquiry-driven
-

Prompt 1: TDQs for a Short Story

Prompt:

You are a close reading coach. Write 6 text-dependent questions for 9th-grade EB students reading the short story *Thank You, Ma'am* by Langston Hughes. Include:

1. 2 literal questions (e.g., “What did Roger try to steal?”)
 2. 2 inferential questions (e.g., “Why do you think Mrs. Jones doesn’t punish Roger?”)
 3. 2 analytical questions with sentence stems (e.g., “The author shows _____ to suggest...”)
- Make all questions accessible to intermediate EB students.
-

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Prompt 2: Nonfiction TDQs with Vocabulary Support

Prompt:

Act as a literacy strategist. Create 5 text-dependent questions for 10th-grade EB students reading a nonfiction article about climate change. Include:

1. 3 questions aligned to main idea, author’s purpose, and text structure
2. 1 vocabulary-in-context question
3. 1 writing prompt requiring evidence

Use sentence starters to support written answers.

Prompt 3: Scaffolded TDQs for Poetry

Prompt:

You are teaching 11th-grade EB students a close reading of the poem *Still I Rise* by Maya Angelou. Write 6 scaffolded, text-dependent questions. Include:

- 1 tone question
- 1 figurative language question
- 1 question asking for theme
- Sentence frames like: “The line that best shows the speaker’s strength is...”

Format them for whole-class discussion or independent reading.

Prompt 4: Tiered TDQs for Mixed Proficiency

Prompt:

Act as a secondary ELAR teacher. Create tiered text-dependent questions for 12th-grade EB students reading *Letter from Birmingham Jail*. Write:

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- 2 questions for newcomers (Yes/No + sentence frame)
- 2 for intermediate learners (short-answer with citation)
- 2 for advanced students (open-ended analysis)

Include question labels and expected response formats.

Prompt 5: Bilingual TDQ Support Template

Prompt:

You are designing a bilingual TDQ resource for Spanish-speaking 9th–10th grade EB students.

Select the passage *The Lottery* and create 4 text-dependent questions.

For each:

1. Write the question in English
 2. Provide a Spanish translation
 3. Include a sentence starter or vocabulary box
- Make it visually clean and culturally accessible.
-

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Title 52. Convert reading errors into reteaching goals.

Below are **5 practical AI prompts** using all components of effective prompt writing—designed to help educators analyze student **reading errors** and convert them into **reteaching goals** for 9th–12th grade Emergent Bilingual students. These prompts support responsive instruction and targeted intervention.

COMPONENTS INCLUDED:

1. **Role:** Reading interventionist / EB progress monitor
 2. **Task:** Turn reading mistakes into instructional goals
 3. **Context:** Oral reading, comprehension checks, error analysis
 4. **Format:** Error type + reteaching goal + next step strategy
 5. **Audience:** EB students working toward fluency and comprehension
 6. **Tone:** Constructive, growth-oriented, student-centered
-

Prompt 1: Decode Misread Words into Skills

Prompt:

You are reviewing an oral reading from a 9th-grade EB student who struggles with multi-syllable words like **responsibility**, **information**, and **important**.

List 3 reteaching goals based on these decoding errors. For each, include:

1. The skill (e.g., syllable division, word stress)
 2. A sample mini-lesson objective
 3. One practice activity suggestion
- Use student-friendly language.
-

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Prompt 2: Reteaching from Comprehension Mistakes

Prompt:

Act as a reading specialist. A 10th-grade EB student incorrectly summarized an article by focusing on minor details instead of the main idea.

Turn this mistake into a reteaching plan that includes:

1. A clear learning goal
 2. A sentence frame to guide main idea identification
 3. One visual or graphic organizer to support the skill
-

Prompt 3: Error-to-Goal Table for Fluency

Prompt:

You're designing a progress chart for 11th-grade EB students. Create a table with 3 common fluency errors (e.g., skipping words, monotone voice, reading too fast), and for each, list:

1. A reteaching goal in plain English
 2. A tip or mini-strategy (e.g., echo reading, chunking)
 3. A goal-setting sentence frame ("Next time I will...")
-

Prompt 4: Reteach Plan from Listening Assessment

Prompt:

You are reviewing Flipgrid recordings of 12th-grade EB students reading aloud. One student misreads transitional phrases like "on the other hand" or "for example," leading to confusion. Write a reteaching plan that includes:

1. Target skill: transitional word recognition and purpose

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2. Practice strategy: highlight and read-aloud transitions
 3. One small group activity to reinforce use in context
-



Prompt 5: Bilingual Reteaching Tracker

Prompt:

You are building a reteaching plan for a Spanish-speaking newcomer in 9th grade. The student misreads **who**, **what**, and **where** in comprehension questions.

For each word:

1. Translate to Spanish
 2. Write a reteaching goal
 3. Provide a sentence frame in English and Spanish
Add one picture-based support idea to reinforce question words.
-

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Title 53. Write comprehension questions aligned to TEKS.

Below are **5 standards-aligned AI prompts** using all effective prompt components—created to help educators write **TEKS-aligned comprehension questions** for 9th–12th grade Emergent Bilingual students. These prompts ensure rigor, relevance, and accessibility.

COMPONENTS INCLUDED:

1. **Role:** TEKS-aligned reading coach / curriculum designer
 2. **Task:** Create standards-based comprehension questions
 3. **Context:** Text type, EB language proficiency, grade level
 4. **Format:** Multiple-choice, open-ended, evidence-based
 5. **Audience:** EB students preparing for Texas ELAR assessments
 6. **Tone:** Academic, scaffolded, TEKS-specific
-

Prompt 1: Literary Text TEKS Alignment (9.6A, 9.6C)

Prompt:

You are designing TEKS-aligned reading questions for a 9th-grade EB class reading *Thank You, Ma'am*. Write 4 comprehension questions:

- 2 aligned to 9.6A (analyze plot development)
- 2 aligned to 9.6C (analyze character motivation)

Include one open-ended and one multiple-choice question per standard. Add sentence stems for EB support.

Prompt 2: Informational Text Comprehension (10.9A–D)

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Prompt:

Act as a TEKS literacy coach. Create 5 comprehension questions for a 10th-grade nonfiction article. Align them to the following standards:

- 10.9A (text features)
- 10.9B (inference)
- 10.9C (author’s purpose)
- 10.9D (connections within text)

Include question stems, answer choices, and vocabulary supports for EB students.

Prompt 3: Poetry Comprehension with TEKS Mapping

Prompt:

You are helping 11th-grade EB students read a short poem. Generate 3 comprehension questions:

1. One for 11.7A (analyze poetic elements)
2. One for 11.7C (figurative language)
3. One for 11.7D (theme)

Each should include a citation expectation and a sentence starter like: “The poet shows this idea when...”

Prompt 4: Argument Analysis – TEKS 12.10

Prompt:

You’re writing TEKS-aligned questions for 12th-grade EB students analyzing a persuasive article. Write 4 questions that address:

1. Author’s argument and claim (12.10A)
2. Evidence and reasoning (12.10B)

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3. Tone and diction (12.10D)

Use a mix of multiple-choice and short-answer formats. Include a visual support for newcomers.



Prompt 5: Bilingual TEKS-Linked Comprehension Tracker

Prompt:

You are designing a bilingual comprehension tracker for Spanish-speaking EB students. Choose 3 TEKS-aligned reading standards for 9th-grade literature and write:

1. One question per standard in English
 2. Spanish translation of each question
 3. A sentence frame in both languages
- Make it printable and student-facing.
-

Title 54. Create templates for text-based constructed responses.

Below are **5 expertly structured AI prompts** using all components of effective prompting—crafted to help educators generate **constructed response templates** that guide 9th–12th grade Emergent Bilingual students in answering questions using **evidence from the text**. These are perfect for STAAR prep, open-ended reading responses, and paragraph-length writing.



COMPONENTS INCLUDED:

1. **Role:** Constructed response coach / writing template specialist

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2. **Task:** Build templates that guide text-based written responses
 3. **Context:** Literary or informational text, EB student proficiency
 4. **Format:** Scaffolded templates (sentence frames, paragraph outlines, word banks)
 5. **Audience:** EB students learning to cite and explain textual evidence
 6. **Tone:** Structured, supportive, STAAR-aligned
-



Prompt 1: Short Constructed Response Template – Literary

Prompt:

You are preparing 9th-grade EB students for STAAR. Create a short constructed response (SCR) writing template based on a fictional text. Include:

1. A question stem: “How does the author develop the character of ____?”
2. Sentence starters for claim, evidence, explanation
3. A checklist with 3 reminders (e.g., “Use a quote,” “Explain your answer,” “Stay on topic”)

Make it suitable for newcomers to advanced EB students.



Prompt 2: Informational Text SCR Paragraph Frame

Prompt:

Act as a writing coach. Design a paragraph template for 10th-grade EB students responding to the question: “What is the author’s purpose in the article?”

Include:

1. An introductory sentence frame
2. A sentence stem for citing evidence
3. A sentence stem for explaining the evidence

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4. A concluding sentence starter
Add a word bank for academic verbs.
-

Prompt 3: 11th Grade Constructed Response Anchor

Prompt:

You are supporting 11th-grade EB students analyzing a poem. Write a constructed response paragraph frame for the question: “How does the poet use figurative language to express theme?” Provide a full template that includes:

1. Hook or context sentence
 2. Evidence-based body (with frames like “The line ‘___’ shows that...”)
 3. Conclusion restating main idea
- Keep it compact and rigorous.
-

Prompt 4: Tiered Response Template (3 Levels)

Prompt:

Act as an ESL writing specialist. Create a tiered set of constructed response templates for 12th-grade EB students responding to *Letter from Birmingham Jail*. Prompt: “What is King’s main argument, and how does he support it?”

Provide 3 paragraph-level response frames:

1. One for newcomers
 2. One for intermediate students
 3. One for advanced EB writers
- Label each level and embed support (e.g., frames, transitions, vocabulary boxes).
-

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Prompt 5: Bilingual Constructed Response Template

Prompt:

You are creating a bilingual constructed response worksheet for Spanish-speaking 9th–10th grade EB students. Use the question: “What lesson does the character learn by the end of the story?”

Include:

- English sentence frames
- Spanish translation for each frame
- Icons for each part ( = evidence,  = explanation,  = main idea)

Make it ready for classroom use or homework.

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Title 55. Develop short-answer question frames using text evidence.

Below are **5 expertly crafted AI prompts** using all essential components of effective prompt writing—designed to help educators create **short-answer response frames** that teach 9th–12th grade Emergent Bilingual students how to **reference textual evidence effectively** in concise, academic writing.

COMPONENTS INCLUDED:

- **Role:** Evidence-based writing coach / EB literacy support specialist
 - **Task:** Build short-answer frames that guide students to cite and explain
 - **Context:** Literary or informational text, STAAR-style or classroom assessment
 - **Format:** Question stem + response frame (claim, cite, explain)
 - **Audience:** EB students developing academic written expression
 - **Tone:** Academic, scaffolded, performance-based
-

Prompt 1: Literary Short-Answer Response Frame

Prompt:

You are teaching 9th-grade EB students to respond to this prompt:

“How does the author show the character’s change?”

Create a sentence-by-sentence short-answer frame with:

1. Topic sentence starter
2. Evidence stem (e.g., “In the text, it says...”)
3. Explanation stem (e.g., “This shows that...”)

Include a sentence checklist with symbols ( cite,  explain,  stay on topic).

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Prompt 2: Informational Text Response Structure

Prompt:

Act as a writing interventionist. Create a short-answer writing frame for 10th-grade EB students answering:

“What is the central idea of the article, and how is it developed?”

Provide:

1. A 3-sentence model frame
 2. Sentence starters for each line
 3. One academic word bank (e.g., “illustrates,” “reveals,” “supports”)
- Make it useful for classroom assessment or STAAR practice.
-

Prompt 3: Response Frame with Dual Text Evidence

Prompt:

You are designing a writing scaffold for 11th-grade EB students comparing two poems. Write a response frame for this prompt:

“How do both poets express the theme of resilience?”

Include:

1. A claim sentence
 2. One sentence for each text (with citation frame)
 3. A final analysis sentence
- Add sentence starters like “In the first poem...” and “This is similar in...”
-

Prompt 4: Tiered Short-Answer Response Levels

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Prompt:

You are creating differentiated support for 12th-grade EB students responding to:

“How does the author use evidence to support their argument?”

Create 3 levels of short-answer response frames:

1. Level 1: One-sentence beginner stem
2. Level 2: Two-sentence intermediate stem
3. Level 3: Three-sentence advanced frame

Label each clearly and include examples of transition words.



Prompt 5: Bilingual Evidence Frame Builder

Prompt:

Act as a bilingual teacher. Create a short-answer response frame for Spanish-speaking 9th–10th grade EB students answering:

“What lesson does the character learn?”

Provide:

1. A frame in English with sentence starters
2. Spanish translations under each sentence starter
3. An icon per line (e.g.,  for evidence,  for lesson)

Format it for small group guided writing.

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Title 56. Design sentence scaffolds for text-based writing.

Below are **5 expertly structured AI prompts** using all the essential components of effective prompting—designed to help educators generate **sentence scaffolds** for 9th–12th grade Emergent Bilingual students writing about texts. These scaffolds guide students through structured, evidence-based academic writing—especially when building paragraphs with claims, evidence, and explanations.

COMPONENTS INCLUDED:

1. **Role:** Academic writing scaffold specialist / EB literacy coach
 2. **Task:** Generate sentence-level scaffolds for text-based writing
 3. **Context:** Literary or informational response, writing mode (analysis, summary, reflection)
 4. **Format:** Sentence-by-sentence paragraph scaffolds with frames
 5. **Audience:** EB students working toward fluency in formal written English
 6. **Tone:** Supportive, structured, academic
-

Prompt 1: Literary Analysis Paragraph Scaffold

Prompt:

You are supporting 9th-grade EB students writing about character change. Create sentence scaffolds for a full paragraph response to:

“How does the main character change in the story?”

Provide sentence frames for:

1. Topic sentence
2. Evidence introduction

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3. Evidence citation
4. Explanation
5. Concluding sentence

Include a checklist with visual symbols (  ) for each part.

Prompt 2: Informational Text Writing Scaffold

Prompt:

Act as an academic language coach. Provide sentence scaffolds for 10th-grade EB students responding to:

“What is the author’s main idea, and how is it supported?”

Create a 4-sentence scaffold with:

1. Main idea frame
2. Evidence frame
3. Clarification frame
4. Wrap-up sentence

Add a vocabulary bank with transition phrases like “For example,” and “This means...”

Prompt 3: Theme-Based Scaffold with Literary Terms

Prompt:

You are helping 11th-grade EB students write about theme in a poem. Design a scaffold using literary terms such as “tone,” “imagery,” and “symbolism.”

Provide sentence starters for:

- Stating the theme
- Connecting the theme to imagery

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- Analyzing symbolism
- Drawing a conclusion

Make it rigorous but accessible for intermediate/advanced learners.

Prompt 4: Scaffold for Compare/Contrast Paragraph

Prompt:

Act as an ELA teacher. Create a sentence scaffold for 12th-grade EB students writing a compare/contrast paragraph about two texts.

Use sentence starters for:

- Topic sentence
- First comparison
- Second comparison
- Evidence citation
- Conclusion

Include transition words like “Similarly,” “However,” and “Both authors show...”

Prompt 5: Bilingual Sentence Scaffold Chart

Prompt:

You are creating a bilingual chart for 9th–10th grade Spanish-speaking EB students writing about a story’s message.

Include:

1. 5 sentence scaffolds in English
2. Spanish translations below each
3. A sentence completion activity for practice

Add icons or visuals for beginning writers and encourage oral rehearsal before writing.

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Title 57. Create a reading comprehension quiz on Google Forms.

Below are **5 AI prompts** using all the essential components of effective prompt writing—built to help educators generate **reading comprehension quizzes formatted for Google Forms**. These quizzes support 9th–12th grade Emergent Bilingual students with clear language, visuals when needed, and standards-aligned questions.

COMPONENTS INCLUDED:

1. **Role:** Assessment designer / digital literacy coach
 2. **Task:** Create or format quizzes for Google Forms
 3. **Context:** Text type (literary or informational), grade level, EB support
 4. **Format:** Multiple choice, short answer, checkbox, paragraph
 5. **Audience:** EB students with varied proficiency
 6. **Tone:** Accessible, digital-friendly, classroom-ready
-

Prompt 1: Fiction Quiz – Short Story

Prompt:

You are a secondary English teacher. Create a 5-question reading comprehension quiz for 9th-grade EB students on the short story *Thank You, Ma'am* by Langston Hughes.

Include:

1. 3 multiple-choice questions (character, plot, inference)
 2. 1 short answer (theme with sentence frame)
 3. 1 checkbox question (select all the character traits that apply)
- Format it so it can be easily copy-pasted into Google Forms.
-

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Prompt 2: Informational Article Quiz

Prompt:

Act as a reading assessment designer. Create a 6-question Google Forms quiz for 10th-grade EB students reading an article about climate change. Include:

1. 2 vocabulary-in-context questions
2. 2 main idea/detail questions
3. 1 inference question
4. 1 paragraph response prompt with a word bank

Write in simple academic English and include short directions for each question.

Prompt 3: Paired Passage TEKS-Aligned Quiz

Prompt:

You are creating a Google Forms quiz for 11th-grade EB students comparing a poem and a nonfiction passage on perseverance. Include:

1. 2 questions about Text 1
2. 2 questions about Text 2
3. 2 questions comparing both

Include multiple choice and short-answer formats. Provide sentence stems for short answers and bold academic vocabulary terms.

Prompt 4: Quiz with Built-in Hints and Visuals

Prompt:

Act as a tech-integrated literacy coach. Design a 5-question Google Forms quiz for 12th-grade EB students reading a persuasive editorial.

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1. Add one question with an image-based prompt (e.g., graph or visual)
 2. Include a hint for each multiple-choice question
 3. Use plain language and support struggling readers with optional vocabulary glossaries
Format each question with headings for clean digital layout.
-



Prompt 5: Bilingual Quiz Template with Sentence Frames

Prompt:

You are creating a bilingual Google Forms quiz for Spanish-speaking 9th–10th grade EB students. Choose a short passage and include:

1. 3 multiple-choice questions in English
 2. Spanish directions for each question
 3. 2 open-ended questions with sentence frames in both languages
Design it for comprehension and language practice.
-

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Title 58. Generate a Jamboard activity for vocabulary.

Below are **5 AI prompts** using effective prompt components—crafted to help educators create **interactive Jamboard activities** that support vocabulary acquisition for 9th–12th grade Emergent Bilingual students. These activities are perfect for visual, tactile, and collaborative learning.

COMPONENTS INCLUDED:

1. **Role:** Digital vocabulary designer / EB edtech integrator
 2. **Task:** Create Jamboard vocabulary activities
 3. **Context:** Grade level, content type, EB proficiency
 4. **Format:** Slides with sticky notes, images, sorting tasks, Frayer models, etc.
 5. **Audience:** EB students at varying levels of English development
 6. **Tone:** Interactive, visual, student-centered
-

Prompt 1: Vocabulary Sorting Activity

Prompt:

You are a 9th-grade EB reading teacher. Create a 3-slide Jamboard activity to sort academic vocabulary.

Topic: **Literary Analysis Terms**

- Slide 1: Sticky notes with 8 words (e.g., theme, plot, character, tone)
 - Slide 2: Two columns—“I know this word” and “I need help” (students drag words)
 - Slide 3: Image-matching activity (students match icons to terms)
- Provide visual cue suggestions and sentence stems.
-

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Prompt 2: Informational Text Word Map

Prompt:

Act as a vocabulary coach. Design a Jamboard activity for 10th-grade EB students reading about **renewable energy**.

- Slide 1: Drag-and-drop Frayer Model for the word “sustainable”
 - Slide 2: Word-picture match for “solar,” “wind,” “hydropower”
 - Slide 3: Student post-it board: “Use your word in a sentence!”
- Include bilingual support suggestions (e.g., image labels in Spanish).
-

Prompt 3: Vocabulary + Context Clue Practice

Prompt:

You’re creating a Jamboard for 11th-grade EB students practicing context clues.

1. Slide 1: Sentences with a missing word (e.g., “She felt ___ after losing the game.”)
 2. Slide 2: Word bank with sticky notes (e.g., joyful, embarrassed, defeated)
 3. Slide 3: Students explain why their word fits using a sentence starter
- Design it for beginner/intermediate EB levels with emoji supports.
-

Prompt 4: Argument Writing Vocabulary Builder

Prompt:

You are teaching persuasive vocabulary to 12th-grade EB students. Create a 4-slide Jamboard activity:

1. Slide 1: Match argument terms to definitions (claim, evidence, rebuttal, conclusion)
2. Slide 2: Sticky note challenge—students create examples of each word

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3. Slide 3: Drag-and-drop paragraph scaffold with blanks to insert vocabulary
 4. Slide 4: Exit ticket: “What word do you now understand better?”
Use simple icons and transition words as visual cues.
-



Prompt 5: Bilingual Vocabulary Review Jam

Prompt:

You are designing a Jamboard review for Spanish-speaking EB students in grades 9–10. Theme:

Resilience

1. Slide 1: English-Spanish word pairs to match (e.g., resilient / resiliente)
 2. Slide 2: Images students drag next to matching word
 3. Slide 3: Sentence stem fill-in (“I am resilient because... / Soy resiliente porque...”)
 4. Include visuals and scaffolded writing tips for peer sharing.
-

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Title 59. Write Canva directions for making a one-pager.

Below are **5 classroom-ready AI prompts** using all components of effective prompt writing—designed to help educators create **step-by-step Canva directions** for students (especially 9th–12th grade Emergent Bilinguals) to build **literary or informational one-pagers** that demonstrate comprehension through creative design.

COMPONENTS INCLUDED:

1. **Role:** Digital design coach / visual literacy specialist
 2. **Task:** Write Canva directions for academic one-pagers
 3. **Context:** Literary or nonfiction reading, EB student support
 4. **Format:** Step-by-step guide with icons, sentence frames, and templates
 5. **Audience:** EB students creating visual summaries or responses
 6. **Tone:** Visual, supportive, creative
-

Prompt 1: Literary One-Pager – Story Elements

Prompt:

You are teaching 9th-grade EB students how to summarize a short story. Write step-by-step Canva directions for making a **literary one-pager** that includes:

1. Title of the story
2. Character + setting illustration
3. 2 quotes with explanation
4. A one-sentence theme

Include icons (  ) and sentence frames (e.g., “This quote shows...”). Write instructions at a beginner English level.

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Prompt 2: Informational Text One-Pager

Prompt:

Act as a literacy & design coach. Give Canva directions for a one-pager on a nonfiction article about **climate change** for 10th-grade EB students.

Include:

1. Main idea in bold text
 2. 3 supporting facts with visuals
 3. 1 key vocabulary word with definition
 4. A connection to students' lives
- Break it into 5 easy Canva steps using bullet points and icons.
-

Prompt 3: Poetry Response One-Pager

Prompt:

You are supporting 11th-grade EB students reading a poem about identity. Write Canva directions for creating a one-pager that includes:

1. A quote from the poem with a visual representation
 2. 3 emotions or tones represented in color or symbol
 3. A theme statement
 4. A sentence starter (“This poem reminds me of...”)
- Make the instructions visual and scaffolded.
-

Prompt 4: Argument Writing One-Pager

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Prompt:

You are designing a Canva one-pager task for 12th-grade EB students who read a persuasive article. Include:

1. The author's claim
2. 2 pieces of evidence
3. A counterargument
4. One visual metaphor (e.g., a scale, chain, or lock)

Provide step-by-step directions for designing this in Canva with text boxes, images, and color blocks.



Prompt 5: Bilingual Canva One-Pager Instructions

Prompt:

You are creating bilingual Canva directions for a 9th–10th grade EB class responding to a story. Include:

- English and Spanish instructions side-by-side
- Icons for title, quote, image, and reflection
- One writing prompt in both languages: “The most important idea in this story is...” / “La idea más importante de esta historia es...”

Format it so students can follow the steps independently or with a partner.

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Title 60. Create prompts for Flipgrid oral reading responses.

Below are **5 AI-powered prompt-writing examples** using all key components—designed to help educators generate **Flipgrid (or other video/audio tool) prompts** that guide 9th–12th grade Emergent Bilingual students in practicing **oral reading fluency, comprehension, and academic speaking**.

COMPONENTS INCLUDED:

- **Role:** Oral language development coach / speaking practice specialist
 - **Task:** Write student-facing Flipgrid prompts for oral reading
 - **Context:** Reading fluency, literary/informational texts, EB support
 - **Format:** Student prompt + scaffold (sentence stems, timing, checklist)
 - **Audience:** EB students developing fluency and oral academic language
 - **Tone:** Encouraging, reflective, accessible
-

Prompt 1: Reading with Expression – Literary Passage

Prompt:

You are helping 9th-grade EB students build fluency. Write a Flipgrid prompt for them to:

1. Read aloud a selected paragraph from *Thank You, Ma'am*
2. Choose one sentence they find powerful
3. Explain why they chose it using the frame: “This sentence is powerful because...”

Add a checklist:

- ☒ Speak clearly
- ☒ Use expression
- ☒ Stay under 90 seconds

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Prompt 2: Summarize and Speak – Nonfiction Response

Prompt:

Act as a literacy speaking coach. Write a Flipgrid prompt for 10th-grade EB students who read a short article on screen time. Ask them to:

1. Summarize the article in 2–3 sentences
 2. Share one reaction or opinion using a sentence starter
Include vocabulary support (e.g., summary, limit, impact) and a suggested speaking time (60–90 seconds).
-

Prompt 3: Poetry + Personal Reflection

Prompt:

You are helping 11th-grade EB students respond to a poem. Create a Flipgrid prompt that asks students to:

1. Read aloud their favorite 2 lines from the poem
 2. Explain how those lines relate to a personal experience
 3. Use the frame: “These lines remind me of ____ because ____.”
Encourage expression and give timing guidance (1–2 minutes).
-

Prompt 4: Argumentative Reading + Oral Response

Prompt:

You are preparing 12th-grade EB students for academic oral responses. Write a Flipgrid prompt where students:

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1. Read the author's claim aloud
2. Say whether they agree or disagree
3. Support their answer with one reason using the sentence stem: "I agree/disagree because..."

Provide vocabulary options (e.g., claim, support, opinion) and time suggestions (max: 2 minutes).



Prompt 5: Bilingual Speaking Prompt for Newcomers

Prompt:

Act as a bilingual speaking guide. Write a Flipgrid prompt for Spanish-speaking 9th–10th grade newcomers. Ask them to:

1. Read a short English sentence from the story
2. Say what it means in Spanish
3. Use the sentence stem: "This means..." / "Esto significa..."

Keep the prompt under 3 steps, include icons (🗣️ 📖 💬), and allow up to 90 seconds for response.

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Title 61. Generate visual supports using AI image tools.

Below are **5 AI prompt-writing examples** using all essential components—designed to help educators use **AI image generation tools** (like DALL·E, Canva, Bing Image Creator, etc.) to create **visual supports** that assist 9th–12th grade Emergent Bilingual students with comprehension, vocabulary, and engagement.

COMPONENTS INCLUDED:

1. **Role:** Visual scaffolding specialist / EB learning designer
 2. **Task:** Generate or describe visual aids using AI tools
 3. **Context:** Literary or informational content, vocabulary, thematic instruction
 4. **Format:** AI image description prompt + classroom application
 5. **Audience:** EB students with varied language proficiency and literacy levels
 6. **Tone:** Clear, multimodal, practical
-

Prompt 1: Story Scene Visualization (Literature)

Prompt:

You are using an AI image tool to help 9th-grade EB students visualize a key scene from *Of Mice and Men*.

Generate a prompt like:

"Create an illustration of two men walking along a dusty California road during the Great Depression, one tall and thin, the other short and round. They carry rolled-up blankets and look tired but hopeful."

Then, explain how to use the image to:

1. Pre-teach setting vocabulary

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2. Spark discussion
 3. Support a summary activity
-

Prompt 2: Vocabulary Word Image Bank

Prompt:

Act as a vocabulary visualizer. For the words **isolate**, **resilient**, and **conflict**, write three image prompts students can feed into an AI generator.

Include a use tip like:

“Use these images in a Frayer model or word wall poster. Ask students to explain how the image shows the meaning of the word.”

Prompt 3: Concept Illustration for Informational Text

Prompt:

You are teaching an article on climate change. Create an AI image prompt for the word

deforestation:

"A forest that has been partially cleared—one side shows tall trees and green life, the other side shows tree stumps and dry ground."

Explain how to use this to:

1. Build background knowledge
 2. Discuss cause and effect
 3. Annotate a related paragraph
-

Prompt 4: Thematic Symbol Generator (Poetry)

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Prompt:

You are helping 11th-grade EB students explore symbols in poetry. Ask AI to generate an image for **freedom**:

"A bird flying out of an open cage into the sky at sunrise."

Then use the image to:

- Introduce symbolism
 - Pair with a poem like *Still I Rise*
 - Use as a springboard for oral discussion or journaling
-



Prompt 5: Bilingual Visual Word Wall Creation

Prompt:

You're designing a digital bilingual word wall for Spanish-speaking EB students.

Create AI image prompts for these academic words:

- **Compare / Comparar** – "Two overlapping circles labeled A and B with similarities in the middle"
 - **Explain / Explicar** – "A student pointing to a chart and speaking in front of a classroom"
- Use images to accompany side-by-side English/Spanish terms and sentence stems for speaking or writing.
-

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Title 62. Create an Edpuzzle quiz from a video clip.

Below are **5 classroom-ready AI prompts** using all effective prompt components—designed to help educators generate **Edpuzzle quizzes** that embed comprehension questions into video clips for 9th–12th grade Emergent Bilingual students. These prompts reinforce listening, vocabulary, and critical thinking with scaffolded support.

COMPONENTS INCLUDED:

1. **Role:** Multimedia literacy coach / EB listening comprehension specialist
 2. **Task:** Create Edpuzzle quizzes using educational video clips
 3. **Context:** Short clips (literature, science, history, social issues), EB scaffolds
 4. **Format:** Time-stamped quiz questions (MCQ, open-ended, vocab ID, etc.)
 5. **Audience:** EB students developing academic language through audiovisual input
 6. **Tone:** Accessible, visual, interactive
-

Prompt 1: Literary Theme Quiz from a Film Scene

Prompt:

You are teaching *The Giver* to 9th-grade EB students. Choose a 2–3 minute video clip of the “memory transfer” scene and create an Edpuzzle quiz with:

1. 1 multiple-choice question on setting
 2. 1 open-ended question on how the character feels
 3. 1 vocabulary question (e.g., “What does the word ‘release’ mean in this world?”)
- Include sentence frames like “I think he feels ____ because...”
-

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Prompt 2: Informational Video with Vocabulary Support

Prompt:

Act as an ESL science teacher. Choose a 3-minute video on the greenhouse effect for 10th-grade EB students. Write:

1. 3 questions: one multiple choice, one fill-in-the-blank, one short response
 2. Add timestamp suggestions (e.g., 0:35, 1:12, 2:45)
 3. Provide a vocabulary list before the quiz: **carbon dioxide, trap, heat**
Explain how students can rewatch the clip to support understanding.
-

Prompt 3: Poetry + Visual Interpretation

Prompt:

You are preparing 11th-grade EB students to analyze a poetry reading of *Still I Rise* by Maya Angelou (YouTube video). Create Edpuzzle questions like:

1. “What word does the speaker repeat?”
 2. “What image appears on screen during the line ‘I rise’?”
 3. “How does the poet’s voice help show her tone?”
Use visuals + closed captions for added support.
-

Prompt 4: Argument Analysis – Current Issues Clip

Prompt:

You are teaching argument writing to 12th-grade EB students. Use a 2–3 min clip from a news editorial or PSA on voting rights. Generate:

1. 1 claim-identification question

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2. 1 evidence-based multiple choice
3. 1 open-ended opinion question using the sentence frame “I agree/disagree with the speaker because...”

Make sure instructions are simplified and directions can be read aloud.



Prompt 5: Bilingual Edpuzzle Quiz Directions

Prompt:

You’re designing an Edpuzzle for Spanish-speaking EB students using a short video about perseverance. Include:

1. 2 quiz questions in English
 2. Spanish directions for each question
 3. Vocabulary support with visuals (e.g., “challenge = desafío”)
 4. A final reflection question: “What did this video teach you about never giving up?” / “¿Qué te enseñó este video sobre no rendirse?”
-

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Title 63. Build a Padlet discussion board prompt.

Below are **5 structured AI prompts** using all the essential components of effective prompt writing—designed to help educators create **Padlet discussion board activities** that promote engagement, critical thinking, and oral/written language development for 9th–12th grade Emergent Bilingual students.

COMPONENTS INCLUDED:

1. **Role:** Digital discussion facilitator / EB speaking-writing integration coach
 2. **Task:** Create Padlet prompts for student response and interaction
 3. **Context:** Literary or informational texts, EB proficiency, academic discourse
 4. **Format:** Writing/speaking prompt + sentence starters + peer interaction guide
 5. **Audience:** EB students practicing academic expression and discussion
 6. **Tone:** Collaborative, reflective, clear
-

Prompt 1: Literary Reaction Board

Prompt:

You are teaching *Of Mice and Men* to 9th-grade EB students. Create a Padlet discussion prompt: **“Choose one moment that shows friendship in the story. Post a quote or describe the scene. Then explain how it shows friendship.”**

Add sentence frames:

1. “This moment shows friendship because...”
 2. “It reminds me of...”
- Include instructions for replying to one peer using: “I agree because...” or “Another example is...”

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Prompt 2: Nonfiction Reflection Prompt

Prompt:

Act as a reading/writing integration coach. After reading an article on social media’s impact, ask 10th-grade EB students:

“Do you think social media helps or hurts friendships? Support your answer with one reason or example from the article.”

Provide vocabulary supports (e.g., connect, isolate, opinion) and sentence starters like:

1. “I think social media helps because...”
 2. “One example in the article is...”
-

Prompt 3: Poetry + Personal Connection Padlet

Prompt:

You are facilitating a Padlet board for 11th-grade EB students reading the poem *Still I Rise*.

Prompt: **“What does the phrase ‘I rise’ mean to you? How can it connect to your life?”**

Sentence stems:

3. “To me, ‘I rise’ means...”
4. “This connects to my life because...”

Encourage audio or video posts to support oral fluency.

Prompt 4: Argument Board – Claim + Support

Prompt:

You are preparing 12th-grade EB students to engage in written argument. Post this Padlet

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prompt:

“Do school uniforms help students focus? State your claim and give one piece of evidence or reasoning.”

Sentence frames:

1. “I believe uniforms are/aren’t helpful because...”
2. “One reason is...”

Ask students to “like” or comment on two peers’ posts using respectful academic language.



Prompt 5: Bilingual Padlet Prompt for Newcomers

Prompt:

You’re designing a Padlet prompt for Spanish-speaking newcomers reading a story about family.

Prompt (in both languages):

ENGLISH: “Write or record one sentence about what family means to you.”

SPANISH: “Escribe o graba una oración sobre lo que significa la familia para ti.”

Sentence frames:

1. “Family is...” / “La familia es...”

Allow responses in text, voice, or image. Encourage peer responses using reaction emojis or short voice replies.

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Title 64. Create drag-and-drop digital graphic organizers.

Below are **5 classroom-ready AI prompts** using all the key components of effective prompt writing—designed to help educators generate **drag-and-drop digital graphic organizers** (for Google Slides, Canva, Jamboard, etc.) tailored for 9th–12th grade Emergent Bilingual students. These help scaffold comprehension, comparison, and writing planning.

COMPONENTS INCLUDED:

1. **Role:** Graphic organizer designer / EB instructional scaffolding expert
 2. **Task:** Create drag-and-drop templates for literacy tasks
 3. **Context:** Reading or writing content, digital tools, language supports
 4. **Format:** Labels, moveable pieces, sentence starters, visual icons
 5. **Audience:** EB students with varying levels of proficiency
 6. **Tone:** Clear, interactive, visually structured
-

Prompt 1: Character Analysis Organizer (Literature)

Prompt:

You are designing a drag-and-drop Google Slides activity for 9th-grade EB students reading *The Most Dangerous Game*.

Include:

1. Three columns: **Character, Actions, What this shows**
2. Movable sticky notes with character traits (e.g., brave, clever, ruthless)
3. Icons for each character (e.g.,  for Rainsford)
4. Sentence starter on the slide: “This shows that the character is...”

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Prompt 2: Informational Text Structure Sort

Prompt:

Act as a reading interventionist. Create a Google Slides graphic organizer for 10th-grade EB students reading an article about renewable energy.

Design:

1. Five blank boxes labeled **Cause, Effect, Problem, Solution, Result**
 2. Movable sentence strips from the article
 3. Color-coded categories (green = cause, yellow = effect, etc.)
 4. Instruction box: “Drag each sentence into the correct category.”
-

Prompt 3: Theme and Evidence Map (Poetry)

Prompt:

You’re designing a theme-mapping activity for 11th-grade EB students reading a poem.

Design a 3-section slide:

1. **Theme**
2. **Supporting Lines from the Poem**
3. **Explanation of Meaning**

Provide:

1. Movable sticky notes with lines from the poem
 2. Sentence frames in the third box (e.g., “This line shows the theme because...”)
Include a vocabulary box with academic terms like theme, tone, and mood.
-

Prompt 4: Argument Essay Planner

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Prompt:

Create a drag-and-drop writing organizer for 12th-grade EB students planning a persuasive essay.

Include:

1. Boxes for **Claim, Evidence 1, Evidence 2, Counterargument, Conclusion**
 2. Drag-and-drop sticky notes with sentence starters for each section
 3. A checklist to the side: “Did you include a reason?” “Did you cite the text?”
Design it with icons for each section (e.g., 🎯 for claim, 📄 for evidence).
-



Prompt 5: Bilingual Venn Diagram Organizer

Prompt:

You are creating a digital Venn Diagram for 9th–10th grade Spanish-speaking EB students comparing two characters.

Include:

- Two circles labeled with character names
- Shared space labeled “Both”
- Movable bilingual trait labels (e.g., “honesto / honest,” “decidido / determined”)
- Sentence starters below:
 - “Character A is ___, but Character B is ___.”
 - “They are both ___.”

Provide an optional audio support link.

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Title 65. Generate Google Slides mini-lessons.

Below are **5 AI prompts** using all key components of effective prompting—created to help educators generate **Google Slides mini-lessons** for 9th–12th grade Emergent Bilingual students. These lessons focus on key reading or writing skills, and are designed to be visually engaging, linguistically accessible, and instructionally focused.

COMPONENTS INCLUDED:

- **Role:** Slide deck designer / EB instructional mini-lesson coach
 - **Task:** Create structured mini-lessons using Google Slides
 - **Context:** Reading, writing, vocabulary, or analysis skills
 - **Format:** Slide title + content layout + student interaction + visual supports
 - **Audience:** EB students with scaffolded academic language needs
 - **Tone:** Clear, focused, supportive
-

Prompt 1: Mini-Lesson on Making Inferences

Prompt:

You are designing a Google Slides mini-lesson for 9th-grade EB students on how to make inferences from a short story.

Create:

1. Slide 1: Title + objective (“I can make inferences based on text clues”)
2. Slide 2: Definition + visual example
3. Slide 3: Short passage + inference question
4. Slide 4: Sentence frame: “The character feels ____ because...”
5. Slide 5: Practice slide: Students drag clues into a “What I infer” box

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Prompt 2: Vocabulary Mini-Lesson – Academic Word

Prompt:

Act as a vocabulary coach. Design a 5-slide Google Slides mini-lesson for 10th-grade EB students learning the word **analyze**.

Include:

1. Slide 1: Word + part of speech
 2. Slide 2: Visual representation
 3. Slide 3: Sentence stem with example (“The author analyzes ____ by...”)
 4. Slide 4: Quick activity (choose the best use of the word)
 5. Slide 5: Reflection question (e.g., “How can I use this word today?”)
-

Prompt 3: Theme Identification Mini-Lesson (Literary)

Prompt:

You’re building a Google Slides mini-lesson for 11th-grade EB students on identifying theme in literature.

Design:

1. Slide 1: Learning goal + image of a key quote
 2. Slide 2: Definition of theme vs. topic with examples
 3. Slide 3: Anchor chart: “How to find theme”
 4. Slide 4: Short story excerpt + question
 5. Slide 5: Practice prompt with sentence starters
- Include visuals and sentence stems to support multiple language levels.
-

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Prompt 4: Argument Writing Mini-Lesson

Prompt:

You are guiding 12th-grade EB students through planning an argumentative essay. Design a 6-slide Google Slides mini-lesson with:

1. Slide 1: Objective + academic vocabulary (claim, evidence, reasoning)
2. Slide 2: Model claim with annotation
3. Slide 3: Scaffolded sentence starters
4. Slide 4: Practice slide with student response box
5. Slide 5: Peer review checklist
6. Slide 6: Exit ticket: “What was the hardest part of writing your claim?”

Format for synchronous or asynchronous use.

Prompt 5: Bilingual Reading Strategy Mini-Lesson

Prompt:

You’re designing a bilingual Google Slides mini-lesson on **summarizing** for Spanish-speaking 9th–10th grade EB students.

Include:

1. Slide 1: “What is a summary?” (English + Spanish)
2. Slide 2: “Somebody-Wanted-But-So-Then” strategy
3. Slide 3: Sample summary with visual icons
4. Slide 4: Sentence frames in English and Spanish
5. Slide 5: Practice slide: students fill in a summary template

Make it culturally responsive and accessible.

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Title 66. Design interactive vocabulary quizzes on Quizizz.

Below are **5 AI prompts** using all the essential components of effective prompt writing—designed to help educators create **interactive vocabulary quizzes** on platforms like **Quizizz** that reinforce comprehension and retention for 9th–12th grade Emergent Bilingual students.

COMPONENTS INCLUDED:

1. **Role:** Edtech-integrated vocabulary coach / EB language builder
 2. **Task:** Create engaging vocabulary quizzes for Quizizz
 3. **Context:** Academic vocabulary from literature, nonfiction, or content-area texts
 4. **Format:** Multiple-choice, picture match, sentence completion, word bank
 5. **Audience:** EB students with beginner to advanced proficiency
 6. **Tone:** Gamified, accessible, supportive
-

Prompt 1: Literary Terms Vocabulary Quiz

Prompt:

You are designing a Quizizz vocabulary quiz for 9th-grade EB students studying *Of Mice and Men*. Include 8 questions on these terms: **theme, setting, conflict, resolution, foreshadow, symbol, character, tone**.

For each term:

1. Write one definition-style multiple choice question
 2. Write one sentence-completion or usage question
 3. Include a simple image cue suggestion for visual support
-

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Prompt 2: Informational Text Vocabulary Quiz (Nonfiction)

Prompt:

Act as a vocabulary builder for 10th-grade EB students reading about social media’s impact.

Write a Quizizz quiz with 10 questions using the words: **influence, isolate, platform, connect, evaluate, claim, evidence, reliable, impact, audience.**

Include a mix of:

1. Word–definition match
 2. Context sentence fill-ins
 3. Visual-choice questions (where students choose the image that best shows the word)
-

Prompt 3: Argumentative Essay Vocabulary Quiz

Prompt:

You are supporting 11th-grade EB students writing arguments. Design a Quizizz quiz using these academic vocabulary words: **argument, claim, counterargument, reasoning, conclusion, persuade, support.**

Include:

- Matching questions
 - Sentence-completion questions with sentence stems
 - A final “Which word fits best?” challenge round
- Make it interactive and accessible with simplified phrasing.
-

Prompt 4: Science Vocabulary for EB Students

Prompt:

You are creating a Quizizz quiz for 12th-grade EB students in environmental science. Focus

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vocabulary: **ecosystem, biodiversity, pollution, renewable, deforestation.**

Write:

- 2 picture-based matching questions
- 2 multiple choice definition questions
- 1 “use the word in a sentence” style fill-in-the-blank

Add emoji or image hints for extra support.



Prompt 5: Bilingual Vocabulary Quiz for Newcomers

Prompt:

You’re building a Quizizz review for Spanish-speaking newcomers in 9th–10th grade. Words: **problem / problema, solution / solución, explain / explicar, describe / describir, main idea / idea principal.**

For each:

1. Ask the question in English
 2. Provide Spanish translation in parentheses
 3. Use visuals wherever possible
- Include one bonus question: “Match the Spanish word with the English one.”
-

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Title 67. Suggest Bitmoji classroom elements for reading.

Below are **5 creative AI prompts** using all components of effective prompt writing—designed to help educators create or enhance a **Bitmoji classroom** with interactive elements that support reading comprehension, vocabulary, and engagement for 9th–12th grade Emergent Bilingual students.

COMPONENTS INCLUDED:

1. **Role:** Virtual classroom designer / EB digital engagement coach
 2. **Task:** Suggest interactive reading-focused Bitmoji elements
 3. **Context:** Digital learning environment, student-friendly layout, EB scaffolds
 4. **Format:** Items + links + purpose + student supports
 5. **Audience:** EB students exploring texts in a fun, visual space
 6. **Tone:** Playful, clear, purposeful
-

Prompt 1: Reading Zone Setup

Prompt:

You're designing a Bitmoji classroom for 9th-grade EB students. Include:

1. A virtual bookshelf with links to leveled e-books (e.g.,  icons linked to texts)
 2. A reading goals poster with sentence frames like “This week I want to read...”
 3. A couch or chair image that links to Flipgrid for oral reading uploads
- Add a whiteboard sign that says “Today’s Reading Strategy: Ask Questions!”
-

Prompt 2: Vocabulary Wall + Word of the Week

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Prompt:

Act as a digital vocabulary coach. Suggest Bitmoji classroom elements for a 10th-grade EB class's **Vocabulary Corner**:

1. Word of the Week sign with weekly update link
2. Interactive word wall with drag-and-drop digital sticky notes (student submissions)
3. Bitmoji character holding a sign: "New Word: Explain!"
4. Clickable link to Quizlet or Canva flashcards

Include icons like 🧠, 💬, or 📖 to support language acquisition.

Prompt 3: Literary Theme Tracker Board

Prompt:

You're creating a Bitmoji classroom for 11th-grade EB students reading *Of Mice and Men*. Add these elements:

1. A chalkboard that says "Theme of the Week"
 2. Posters labeled "Friendship," "Loneliness," "Dreams" (clickable links to quote trackers or Padlets)
 3. A bulletin board where students post sticky notes about characters
 4. A digital notebook for students to track theme evidence using sentence frames
-

Prompt 4: Independent Reading Bitmoji Hub

Prompt:

Create a Bitmoji reading center for 12th-grade EB students to support independent reading. Include:

1. Book bins labeled "Fiction," "Nonfiction," "Poetry" that link to articles or stories

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2. A Bitmoji holding a sign: “What are you reading today?”
 3. A goal board with sentence starters: “I want to read more about ____ because...”
 4. A clickable emoji wall where students rate books using stars 🌟 or reactions 😍 😐 😞
-

Prompt 5: Bilingual Bitmoji Reading Support Room

Prompt:

Design a bilingual Bitmoji reading room for Spanish-speaking EB students in grades 9–10.

Include:

1. A poster that says “Hoy estamos leyendo / Today we are reading”
 2. Vocabulary wall with English-Spanish pairs (e.g., **plot/trama**, **character/personaje**)
 3. Icons of a 📖 (linked to a bilingual read-aloud) and a 🗣️ (linked to Flipgrid for speaking practice)
 4. A whiteboard with directions in both languages: “Post a summary / Escribe un resumen”
-

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Title 68. Create a guided notes template in Google Docs.

Below are **5 AI prompts** using all key components of effective prompt writing—designed to help educators create **guided notes templates** in Google Docs that scaffold comprehension and academic writing for 9th–12th grade Emergent Bilingual students. These templates help students organize their thinking while interacting with texts.

COMPONENTS INCLUDED:

1. **Role:** Guided notes designer / EB comprehension coach
 2. **Task:** Create scaffolded Google Docs templates for reading or writing tasks
 3. **Context:** Literary or informational text, vocabulary, academic writing
 4. **Format:** Fill-in-the-blank, sentence stems, visual aids, word banks
 5. **Audience:** EB students across proficiency levels
 6. **Tone:** Structured, accessible, academically supportive
-

Prompt 1: Literary Analysis Notes Template

Prompt:

You are designing guided notes for 9th-grade EB students reading *The Necklace*. Create a Google Docs template with the following sections:

- Title and author
 - Characters + traits (with sentence frames like “_____ is _____ because...”)
 - Conflict and resolution chart
 - Theme identification box with sentence stem: “The theme is _____ because...”
- Include bolded vocabulary terms and space for quotes.
-

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Prompt 2: Informational Text Graphic Notes

Prompt:

Act as a content-based literacy coach. Create a Google Docs template for 10th-grade EB students reading a nonfiction article on climate change. Include sections for:

- Title + author
- Main idea (with sentence stem)
- 3 key details (with numbered lines)
- One word bank of key academic terms
- Reflection prompt: “This article helps me understand...”

Use a clean layout with visual dividers and icons.

Prompt 3: Poetry Response Notes Organizer

Prompt:

You are supporting 11th-grade EB students with a poetry analysis task. Create a guided notes doc with:

1. Poem title + poet
2. Key lines (quote boxes)
3. Figurative language chart (term + example + meaning)
4. Tone + mood sentence stems
5. Short response prompt with the frame: “This poem reminds me of ____ because...”

Make it Google Docs-ready with fillable tables.

Prompt 4: Argument Essay Prewriting Template

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Prompt:

You are guiding 12th-grade EB students in planning a persuasive essay. Create a prewriting Google Doc with the following:

1. Claim planning box (with sentence starters)
 2. Evidence organizer (text quote + explanation)
 3. Counterargument + rebuttal section
 4. Transition phrase bank
 5. Exit ticket: “One challenge I had while planning was...”
- Keep formatting clean and ready for typing.
-



Prompt 5: Bilingual Notes Template for Reading Strategy

Prompt:

Design a bilingual guided notes sheet for 9th–10th grade Spanish-speaking EB students using the “**Somebody-Wanted-But-So-Then**” strategy. Include:

1. Sentence starters in English and Spanish
 2. Graphic organizer table with labels: Character / Goal / Problem / Solution / Outcome
 3. One example filled in
 4. Reflection sentence stem: “This helped me understand the story because...”
- Make it Google Docs–friendly for print or digital use.
-

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Title 69. Write AI prompts for students to analyze tone.

Below are **5 student-facing AI prompts** using effective prompt components—designed to guide 9th–12th grade Emergent Bilingual students in using AI tools (SchoolAI) to help them **analyze tone in literary and informational texts**. These prompts encourage students to engage critically with language and author’s purpose, with scaffolds appropriate for EB learners.

COMPONENTS INCLUDED:

1. **Role:** Student-facing tone analysis coach / digital literacy scaffold
 2. **Task:** Write AI prompts students can enter to analyze tone
 3. **Context:** Text selection, grade level, language proficiency
 4. **Format:** Student prompt + optional sentence frames or vocabulary aids
 5. **Audience:** EB students developing literary analysis skills
 6. **Tone:** Academic, scaffolded, exploratory
-

Prompt 1: Tone Identification – Fiction Passage

Student Prompt for 9th Grade:

"Can you help me find the tone in this paragraph from *Of Mice and Men*? Here's the quote:
'A few miles south of Soledad, the Salinas River drops in close to the hillside bank and runs deep and green.'

What words show the tone? How does it make the reader feel?"

Scaffold: Use the sentence stem "The tone is ____ because the author uses words like ____."

Prompt 2: Compare Tones in Two Paragraphs

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Student Prompt for 10th Grade:

"I'm comparing two texts. Can you help me figure out the tone of each? Here's the first paragraph... [Insert text]. Here's the second... [Insert text].

How are the tones different? Which one sounds more hopeful or serious?"

Support: Provide a tone word bank: hopeful, serious, sarcastic, proud, frustrated.



Prompt 3: Poetry Tone Exploration with Context

Student Prompt for 11th Grade:

"I read a poem called *Still I Rise* by Maya Angelou. Can you help me describe the tone of these lines?

‘You may trod me in the very dirt / But still, like dust, I’ll rise.’

What is the speaker’s attitude? What tone word fits?"

Scaffold: “The tone is ____ because the speaker is ____.”



Prompt 4: Informational Text Tone Inquiry

Student Prompt for 12th Grade:

"I'm reading an article about climate change. Can you help me describe the author's tone in this paragraph? [Insert excerpt]

Does it sound urgent, calm, persuasive, or angry? How do you know?"

Support: Sentence frame: “The tone is ____, shown by the words ____ and ____.”



Prompt 5: Bilingual Newcomer Tone Prompt (Simplified)

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Student Prompt for 9th–10th Grade Newcomers:

"Can you tell me the tone of this short text? [Paste 1–2 sentences]"

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Title 70. Generate sentence unscrambling activities.

Below are **5 AI prompts** using all the essential components of effective prompt writing—designed to help educators create **sentence unscrambling tasks** for 9th–12th grade Emergent Bilingual students. These activities build syntax awareness, academic vocabulary, and sentence structure confidence through hands-on reconstruction.

COMPONENTS INCLUDED:

1. **Role:** Grammar and sentence structure coach
 2. **Task:** Create sentence unscrambling activities
 3. **Context:** Literary or informational content, EB proficiency levels
 4. **Format:** Jumbled sentences + clues + optional visuals or word banks
 5. **Audience:** EB students learning English sentence structure
 6. **Tone:** Scaffolded, interactive, confidence-building
-

Prompt 1: Basic Literary Sentence Unscrambling

Prompt:

You're teaching 9th-grade EB students using the story *The Most Dangerous Game*. Create 5 scrambled sentences from the text such as:

1. “island / shipwrecked / a / on / he / is” → He is shipwrecked on an island.
Include a word bank and a clue column (e.g., subject, verb, object). Provide sentence starters like “This sentence is about...” for support.
-

Prompt 2: Informational Text Sentences

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Prompt:

Act as a language coach. Create a set of 6 sentence unscrambling activities for 10th-grade EB students reading an article about recycling.

Sentences should include key vocabulary: **environment, reduce, reuse, pollution**.

Add a hint for each sentence (e.g., “This is a cause-and-effect sentence”) and provide a picture to represent the sentence idea if possible.



Prompt 3: Poetry + Figurative Language Focus

Prompt:

You are teaching 11th-grade EB students reading the poem *Still I Rise*. Create 4 scrambled lines that include figurative language.

Example:

1. “still / I / dust / like / rise / I’ll” → “But still, like dust, I’ll rise.”

Provide a glossary for any unfamiliar words and a tone word bank. Ask students to explain the meaning of the sentence after they unscramble it.



Prompt 4: Argument Writing Structure

Prompt:

You are teaching sentence structure to 12th-grade EB students writing persuasive responses.

Create 5 scrambled academic sentences using words like **claim, evidence, support, opinion**.

Example:

1. “I / support / with / evidence / my / claim” → “I support my claim with evidence.”

Provide sentence stems and sentence tags like [intro], [reason], [evidence].

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Prompt 5: Bilingual Sentence Sorting for Newcomers

Prompt:

You are supporting Spanish-speaking newcomers. Create 5 bilingual sentence unscrambling activities. Each should include:

- Scrambled English sentence
- Spanish translation of the correct version
- Icons for key vocabulary

Example:

- Scramble: “the / story / main / is / idea / what”
 - Correct: “What is the main idea of the story?” / “¿Cuál es la idea principal de la historia?”
-

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Title 71. Develop AI chat personas (e.g., “Detective Dickens”).

Below are **5 creative AI prompts** using all the essential components of effective prompt writing—crafted to help educators create **engaging AI chat personas** that serve as themed reading coaches, grammar experts, or character guides for 9th–12th grade Emergent Bilingual students. These personas help personalize learning, build language fluency, and make instruction fun.

COMPONENTS INCLUDED:

- **Role:** Persona designer / AI tutor builder
 - **Task:** Create themed AI characters for reading and writing support
 - **Context:** EB-friendly, academic, culturally responsive
 - **Format:** Character description + role + tone + example student prompt
 - **Audience:** EB students with varying levels of English proficiency
 - **Tone:** Friendly, encouraging, imaginative
-

Prompt 1: “Detective Dickens” – Inference Coach

Prompt:

You are creating a chat persona named **Detective Dickens**, a literary sleuth who helps students find clues and make inferences.

1. Persona role: “I solve reading mysteries by helping you notice clues in the text!”
2. Tone: Curious, supportive
3. Example student prompt:

“Detective Dickens, I read this paragraph. Can you help me figure out what the character is feeling?”

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1. EB support: Use sentence frames like “The character might feel ____ because...”
-

Prompt 2: “Professor Paragraph” – Writing Structure Guide

Prompt:

Create a persona named **Professor Paragraph**, an academic writing expert who helps students build paragraphs.

1. Persona role: “I help you write strong topic sentences and support your ideas with evidence.”
2. Tone: Patient, clear, teacher-like
3. Example student prompt:

“Professor Paragraph, I’m writing about theme. Can you help me start my paragraph?”

1. EB support: Provide 2 sentence starters and a transition word list.
-

Prompt 3: “Lexi the Word Wizard” – Vocabulary Support

Prompt:

Design an AI persona called **Lexi the Word Wizard**, who explains tricky vocabulary and teaches new words with examples.

1. Role: “I turn big words into simple ones and give you fun ways to remember them!”
2. Example student prompt:

“Lexi, what does the word ‘perseverance’ mean?”

1. EB support: Provide word + definition + visual idea + bilingual glossary if needed.

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Prompt 4: “Coach Claim” – Argument Writing Helper

Prompt:

Create a persona called **Coach Claim**, who helps students build strong arguments with evidence.

1. Role: “I’ll help you make your point and back it up with proof!”
2. Tone: Encouraging, direct
3. Example student prompt:

“Coach Claim, I’m trying to say that school uniforms are a good idea. How do I write my reason?”

1. EB support: Give a claim stem + 2 reason options + one model sentence.
-

Prompt 5: “Señora Síntesis” – Summary Assistant (Bilingual)

Prompt:

Design a bilingual chat persona named **Señora Síntesis**, who helps students summarize stories in both English and Spanish.

- Role: “I help you understand what the story is about—in your language!”
- Tone: Warm, clear, dual-language
- Example student prompt:

“Señora Síntesis, I read this article. Can you help me write a summary in English and Spanish?”

- Response includes:
 - English summary sentence frame
 - Spanish equivalent
 - Visual prompt suggestion (e.g., Somebody–Wanted–But–So–Then)

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Title 72. Create AI-based virtual tutoring prompts.

Below are **5 expertly crafted AI prompts** using all components of effective prompt writing—designed to help educators build **AI-powered virtual tutoring experiences** for 9th–12th grade Emergent Bilingual students. These tutoring prompts guide AI tools (SchoolAI) to act as personalized tutors, providing step-by-step help with reading, writing, and language.

COMPONENTS INCLUDED:

1. **Role:** Virtual tutor builder / EB instructional designer
 2. **Task:** Write prompts that turn AI into effective one-on-one tutors
 3. **Context:** Reading comprehension, writing support, vocabulary, grammar
 4. **Format:** Student input + AI task + tone + scaffolded support
 5. **Audience:** EB students at various proficiency levels
 6. **Tone:** Patient, instructional, confidence-building
-

Prompt 1: Reading Comprehension Tutor Prompt

Prompt:

You are a reading tutor. I'm a 9th-grade EB student who read this paragraph but didn't understand it.

“Paste the paragraph here.”

Can you help me figure out the main idea in simple English? Then ask me 2 questions to check my understanding.

Tone: Clear and kind. Add one sentence frame like “The main idea is that...”

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Prompt 2: Step-by-Step Writing Support Prompt

Prompt:

Act as a writing tutor. I need help writing a paragraph about theme for *Of Mice and Men*. Can you guide me step by step?

Step 1: Help me write a topic sentence.

Step 2: Help me choose a quote.

Step 3: Help me explain the quote.

Give me a sentence frame for each part and check my writing as we go. Use simple English.

Prompt 3: Vocabulary Practice and Application

Prompt:

You are my vocabulary tutor. I'm learning the word "resilient."

Please:

1. Tell me what it means in easy English.
 2. Give me 2 example sentences.
 3. Ask me to write my own sentence using the word.
- If I need help, offer a word bank. Use emojis to keep it fun and clear!
-

Prompt 4: Error Correction and Feedback Prompt

Prompt:

You are my writing tutor. I wrote this sentence, but I think something is wrong:

"He don't understand the reason."

Can you help me correct it and explain the mistake using beginner-level English?

Then give me 2 similar sentences to practice fixing. Be gentle and positive.

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Prompt 5: Bilingual Sentence Builder Tutor

Prompt:

Act as a bilingual tutor. I want to write a summary sentence in English, but I speak Spanish.

Help me translate this Spanish sentence into English:

“El personaje principal aprende a ser valiente.”

Then give me a sentence frame in English and help me say it out loud.

Offer pronunciation help if I need it.

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Title 73. Use AI to convert text into audio or podcast.

Below are **5 effective AI prompts** using all the components of solid prompt writing—crafted to help educators turn reading materials into **audio or podcast-style formats** using AI tools (like text-to-speech, podcast script generators, or AI narration). These support 9th–12th grade Emergent Bilingual students with **listening comprehension, fluency modeling, and multimodal access** to texts.

COMPONENTS INCLUDED:

1. **Role:** Audio accessibility coach / EB listening fluency guide
 2. **Task:** Convert written text into audio/podcast format
 3. **Context:** Reading passages, vocabulary, summaries, or student writing
 4. **Format:** Script + narration style + language supports
 5. **Audience:** EB students needing auditory input
 6. **Tone:** Clear, expressive, accessible
-

Prompt 1: Create a Podcast-Style Summary of a Short Story

Prompt:

You are a podcast narrator. Summarize *The Necklace* by Guy de Maupassant for 9th-grade EB students.

1. Keep the tone expressive and friendly
2. Use simple vocabulary
3. Break it into 3 parts: beginning, middle, end
4. At the end, ask the listener: “What would you do if you lost something valuable?”
Make it sound like an engaging classroom podcast.

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Prompt 2: Turn an Informational Article into Audio

Prompt:

Act as an AI narrator. Read this article about climate change for a 10th-grade EB student.

1. Use a calm, clear voice
 2. Pause between paragraphs
 3. Emphasize important words like “impact,” “evidence,” “temperature”
 4. Add a brief intro: “Welcome to today’s reading. Let’s learn about climate change!”
At the end, ask a reflection question.
-

Prompt 3: Turn Vocabulary into an Audio Glossary

Prompt:

You are an AI voice assistant for 11th-grade EB students. Create an audio glossary for these words: **resilient, injustice, determination, courage**.

1. For each word:
 1. Say the word clearly
 2. Define it in easy English
 3. Use it in a sentence
 4. Add a pause for students to repeat the word aloudMake it slow-paced and practice-friendly.
-

Prompt 4: Convert a Student Essay into a Podcast Script

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Prompt:

You are helping a 12th-grade EB student turn their personal narrative into a podcast episode.

Convert the following paragraph into a script:

“When I moved to a new country, I didn’t know the language. It was scary, but I learned to ask for help and never gave up.”

1. Add an intro and outro
 2. Keep the student’s voice but adjust grammar for clarity
 3. Use tone that’s warm, personal, and motivating
-



Prompt 5: Bilingual Audio Story Translation

Prompt:

You are an AI narrator for Spanish-speaking 9th–10th grade EB students. Read this short story aloud in English, then repeat each sentence in Spanish.

1. Make each English sentence short and slow
 2. Follow it immediately with the Spanish equivalent
 3. Use a friendly, supportive tone like a bilingual audiobook
 4. Add a cue: “Now you try saying it.”
-

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Title 74. Turn AI summaries into digital flashcards.

Below are **5 practical AI prompts** using all the essential components of effective prompt writing—designed to help educators transform **AI-generated summaries** into **digital flashcards** (for Quizlet, Canva, Google Slides, or any flashcard tool). These are especially helpful for 9th–12th grade Emergent Bilingual students working on **retention, comprehension, and academic vocabulary**.

COMPONENTS INCLUDED:

- **Role:** Digital flashcard creator / EB vocabulary builder
 - **Task:** Convert summaries into student-friendly flashcards
 - **Context:** Literary or informational text, key concepts, sentence stems
 - **Format:** Term + definition/sentence/context/example/image
 - **Audience:** EB students working on language acquisition and content mastery
 - **Tone:** Accessible, scaffolded, memory-friendly
-

Prompt 1: Key Idea Flashcards from Literary Summary

Prompt:

You are a flashcard creator. Take this AI summary of *The Most Dangerous Game* and turn it into 6 flashcards for 9th-grade EB students.

Include:

- Key terms (e.g., protagonist, island, conflict, hunt, suspense)
- Front = term or question
- Back = short definition or explanation + sentence example
- Add an emoji or image description for each ( ,  , )

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Prompt 2: Nonfiction Summary Flashcards – Climate Article

Prompt:

Act as a study tool builder. Convert this summary about climate change into 8 flashcards for 10th-grade EB students.

For each card, include:

1. A main concept (e.g., greenhouse effect, emissions)
 2. A simplified definition
 3. A sentence stem using the word (e.g., “The greenhouse effect causes...”)
- Make the cards Quizlet-ready.
-

Prompt 3: Theme + Literary Device Flashcards

Prompt:

You’re designing flashcards based on an AI summary of a poem. The summary mentions **tone, theme, metaphor, imagery, and repetition**.

For each term:

1. Define it in plain English
 2. Give a short quote or line from the poem as an example
 3. Include one “What does this do?” question on the back of the card
- Format for Google Slides or digital flashcard platforms.
-

Prompt 4: Argument Writing Flashcards from Summary

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Prompt:

You're supporting 11th–12th grade EB students who summarized a persuasive article. Turn the summary into 5 flashcards. Focus on these concepts:

claim, evidence, reasoning, counterargument, conclusion.

Include:

1. Term (front)
 2. Student-friendly definition + example (back)
 3. A simple sentence frame using each term
- Make it suitable for review before writing assessments.
-



Prompt 5: Bilingual Flashcards for Newcomers

Prompt:

You're building flashcards from a bilingual summary about *Esperanza Rising* for Spanish-speaking EB students.

1. Front: Word in English (e.g., “migrant”)
 2. Back:
 1. Spanish translation (“migrante”)
 2. Simple English definition
 3. Visual description (e.g., “A person who moves to find work”)
 4. Sentence stem: “A migrant is someone who...”
- Format for printable or digital use.
-

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Title 75. Develop Seesaw reading response templates.

Below are **5 AI-powered prompt designs** using all the effective components of strong prompt writing—crafted to help educators build **Seesaw reading response templates** for 9th–12th grade Emergent Bilingual students. These templates promote reflection, comprehension, and academic language through multimodal tasks.

COMPONENTS INCLUDED:

1. **Role:** Digital learning designer / EB literacy integration specialist
 2. **Task:** Create scaffolded Seesaw templates for reading response
 3. **Context:** Fiction or nonfiction texts, writing or speaking response, visual cues
 4. **Format:** Template sections + sentence stems + optional audio instructions
 5. **Audience:** EB students across language proficiency levels
 6. **Tone:** Interactive, supportive, visually guided
-

Prompt 1: Literary Response Template – Short Story

Prompt:

You are designing a Seesaw response template for 9th-grade EB students reading *Thank You, Ma'am*.

Include:

1. Slide 1: Title + sentence starter: “This story is about...”
 2. Slide 2: Character map with boxes for “What the character did” / “What that shows”
 3. Slide 3: Text-to-self connection with sentence stem: “This reminds me of...”
- Add voice instructions and icons for visual cues.
-

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Prompt 2: Informational Text Summary Template

Prompt:

Act as a Seesaw curriculum designer. Build a 10th-grade EB response activity for an article about social media's effects on teens.

Include:

1. Slide 1: Main idea box + sentence stem
 2. Slide 2: 3 supporting details (with drag-and-drop sentence parts)
 3. Slide 3: Vocabulary word + visual match
- Provide space for students to record their voice explaining the article.
-

Prompt 3: Poetry Reflection Template

Prompt:

You're designing a Seesaw response for 11th-grade EB students reading *Still I Rise* by Maya Angelou.

Template includes:

1. Slide 1: "Pick a favorite line" + textbox + audio option
 2. Slide 2: "What this line means to me" – sentence starter box
 3. Slide 3: Tone + mood emoji drag-and-drop
- Use color-coded areas and add a sentence frame like: "The speaker's tone is ____ because..."
-

Prompt 4: Argument Text Response (Text-Based Opinion)

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Prompt:

Create a Seesaw template for 12th-grade EB students responding to an argumentative article. Template should include:

1. Slide 1: State your opinion (sentence starter: “I agree/disagree with the author because...”)
 2. Slide 2: Cite evidence (quote + explanation box)
 3. Slide 3: Conclusion statement using sentence frame
- Add audio instructions and transition word bank (e.g., “however,” “for example,” “because”).
-



Prompt 5: Bilingual Newcomer Template

Prompt:

Design a Seesaw reading response template for Spanish-speaking newcomers (grades 9–10). Include:

4. English and Spanish directions side-by-side
 5. Visual icons with each prompt (  )
 6. A short passage + question: “What is the main idea?” / “¿Cuál es la idea principal?”
 7. Sentence starter: “The text is about...” / “El texto es sobre...”
-

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Title 76. Suggest AI tools for translation and accessibility.

Below are **5 AI prompt examples** using all the essential components of effective prompt writing—created to help educators identify and integrate **AI-powered tools** that support **translation, readability, and accessibility** for 9th–12th grade Emergent Bilingual students in reading and writing instruction.

COMPONENTS INCLUDED:

1. **Role:** Language access advisor / digital equity coach
 2. **Task:** Recommend AI tools + write prompts to use them effectively
 3. **Context:** Translation, closed captioning, text simplification, speech-to-text, and more
 4. **Format:** Tool recommendation + use case + AI prompt example
 5. **Audience:** EB students and teachers supporting multilingual access
 6. **Tone:** Inclusive, supportive, tech-savvy
-

Prompt 1: Translate Text for Comprehension

Prompt:

You're helping a 9th-grade Spanish-speaking EB student understand a short story.

Tool: **SchoolAi**

Prompt:

“Please translate this paragraph into Spanish, and then explain it in simple English.”

Text: [Insert passage]

Use this for comprehension checks or paired reading activities.

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Prompt 2: Simplify Complex Text

Prompt:

You're supporting 10th-grade EB students with a high-level nonfiction text.

Tool: **SchoolAi**

Prompt:

“Rewrite this paragraph in simpler English for a high school student who is learning English.

Use short sentences and everyday words.”

Text: [Insert passage]

Use with informational articles or textbook excerpts.

Prompt 3: Generate Bilingual Glossaries

Prompt:

You're building a bilingual word wall for 11th-grade EB students.

Tool: **SchoolAi**

Prompt:

“Make a glossary of 10 academic words with Spanish translations and simple English definitions. Include a sample sentence for each word.”

Then paste results into a Canva poster template for classroom display.

Prompt 4: Audio + Caption Tools (YouTube + Subtitles, or Microsoft Immersive Reader)

Prompt:

You are using a video in class and want to improve accessibility for 12th-grade EB students.

Tool: **YouTube with auto-captioning** or **Microsoft Immersive Reader**

Prompt (for AI tool or captioning generator):

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“Create English subtitles for this video. Highlight key academic words like ‘impact,’ ‘claim,’ and ‘inference.’”

Use for listening + reading practice.



Prompt 5: Speech-to-Text for Writing Support

Prompt:

You are helping a newcomer student brainstorm ideas for a paragraph.

Tool: **SchoolAI**

Workflow:

1. Student speaks their idea using voice typing
2. Prompt SchoolAI with:

“Help me organize this paragraph: [Paste voice-typed idea]”

1. Then:

“Check grammar and keep it simple. Add sentence starters if needed.”

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Title 77. Draft family-friendly newsletters about reading goals.

Below are **5 AI-powered prompt templates** using all the components of effective prompt writing—designed to help educators generate **family-friendly reading newsletters** tailored for 9th–12th grade Emergent Bilingual students and their families. These newsletters foster home-school connection and reinforce reading growth in clear, encouraging language.

COMPONENTS INCLUDED:

1. **Role:** Family communication coach / literacy engagement facilitator
 2. **Task:** Draft newsletters about classroom reading goals
 3. **Context:** EB-friendly language, grade-specific reading targets, family involvement
 4. **Format:** Greeting + reading focus + goals + how families can help + contact info
 5. **Audience:** Families of multilingual students (may include bilingual version)
 6. **Tone:** Warm, accessible, positive
-

Prompt 1: Monthly Reading Newsletter – Literary Focus

Prompt:

You are writing a monthly family newsletter for 9th-grade EB students.

Include:

1. Greeting
2. What we’re reading this month (title + theme)
3. This month’s reading goal (e.g., “Identify character traits and support with text evidence”)
4. How families can help: “Ask your student what they think the character learned.”
5. Optional: Include bilingual version in Spanish

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Prompt 2: Nonfiction Reading Goals + Vocabulary

Prompt:

Act as a communication lead for 10th-grade EB families. Write a short newsletter about reading nonfiction articles this month.

Include:

1. Focus: Summarizing informational texts
 2. Vocabulary we're learning: **evidence, claim, impact, bias**
 3. One home question: "What's one thing you learned from the article this week?"
 4. Encourage parents to listen to their child read or explain the text aloud
- Use friendly, easy-to-read English and offer a bilingual option.
-

Prompt 3: Poetry Unit + Tone and Mood

Prompt:

You're writing a family newsletter for 11th-grade EB students during a poetry unit.

Include:

1. Title of poem(s) being read
 2. Skill focus: Understanding tone and mood
 3. This week's goal: "Use text evidence to explain the author's attitude"
 4. At-home tip: "Ask your child to choose one line from the poem that feels powerful to them—and explain why"
 5. Include translated phrases as needed.
-

Prompt 4: Argument Reading Newsletter

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Prompt:

You are sending a newsletter to families of 12th-grade EB students.

Focus: Argument reading and writing

Include:

1. What we're practicing: "Identifying the author's claim and supporting evidence"
 2. How families can help: "Ask your student to explain the main point of an article they read."
 3. Highlight of the week: "Students debated the pros and cons of school uniforms!"
Keep it upbeat, and include a family-friendly graphic or quote.
-



Prompt 5: Bilingual Reading Support Newsletter for Newcomers

Prompt:

You're writing a weekly bilingual newsletter for families of Spanish-speaking 9th–10th grade newcomers.

Include:

- "This week we practiced identifying the main idea" / "Esta semana practicamos identificar la idea principal"
 - Sentence frame of the week: "The main idea is..." / "La idea principal es..."
 - Reading tip: "Ask your student to read one sentence aloud to you each night."
 - Closing: "Thank you for supporting your reader!" / "¡Gracias por apoyar a su lector!"
-

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Title 78. Generate bilingual reading strategies for home.

Below are **5 AI-crafted prompts** using all components of effective prompt writing—designed to help educators create **bilingual reading strategy guides** for families of 9th–12th grade Emergent Bilingual students. These strategies promote home-based literacy support in both English and Spanish (or other home languages), even for families with limited formal education.

COMPONENTS INCLUDED:

- **Role:** Family literacy support specialist / bilingual outreach coach
 - **Task:** Generate bilingual reading strategies for home
 - **Context:** Secondary EB readers, family engagement, low-literacy support
 - **Format:** Strategy + sentence stems + Spanish translation + visuals or examples
 - **Audience:** Spanish-speaking families of EB students (adjustable to other languages)
 - **Tone:** Simple, encouraging, culturally respectful
-

Prompt 1: Ask About the Main Idea

Prompt:

Write a bilingual reading tip for 9th-grade families.

English:

Reading Strategy: Ask your student to tell you the main idea of what they read.

Sentence starter: “The main idea is...”

Spanish:

Estrategia de lectura: Pídale a su hijo que le diga la idea principal de lo que leyó.

Frase para comenzar: “La idea principal es...”

Include a suggestion like: “You don’t have to read the book—just ask the question!”

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Prompt 2: Build Vocabulary at Home

Prompt:

You're creating a vocabulary strategy for 10th-grade EB families.

English:

Strategy: Ask your child to choose 1 new word from their reading and use it in a sentence.

Spanish:

Estrategia: Pídale a su hijo que elija una palabra nueva de su lectura y la use en una oración.

Add: "You can ask them to draw it, say it, or explain it—in English or Spanish."

Prompt 3: Retell the Story Out Loud

Prompt:

Create a bilingual home strategy for 11th-grade families.

English:

Strategy: Ask your student to retell what they read using 3–4 sentences.

Sentence starter: "First... Then... After that... Finally..."

Spanish:

Estrategia: Pídale a su hijo que vuelva a contar lo que leyó usando 3–4 oraciones.

Frase para comenzar: "Primero... Luego... Después... Por último..."

Prompt 4: Read Aloud Together

Prompt:

You are writing a home strategy for 12th-grade newcomer families.

English:

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Strategy: Listen to your student read 1–2 sentences aloud. Then ask them to say what it means.

Spanish:

Estrategia: Escuche a su hijo leer 1–2 oraciones en voz alta. Luego pregúntele qué significa.

Suggestion: “Let them teach you a word—they’ll be proud!”



Prompt 5: Highlight a Favorite Sentence

Prompt:

Design a bilingual reading strategy for any secondary grade.

English:

Strategy: Ask your child, “What was your favorite sentence?” and “Why?”

Sentence frame: “My favorite sentence is... because...”

Spanish:

Estrategia: Pregúntele a su hijo: “¿Cuál fue tu oración favorita?” y “¿Por qué?”

Frase: “Mi oración favorita es... porque...”

Make it printable or ready for inclusion in a family newsletter.

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Title 79. Translate classroom announcements into Spanish.

Below are **5 AI prompts** using all the effective components of prompt writing—designed to help educators create **clear, accurate, and culturally respectful Spanish translations** of classroom announcements for families of 9th–12th grade Emergent Bilingual students. These help foster trust, clarity, and engagement with school routines and events.

COMPONENTS INCLUDED:

1. **Role:** Family communication translator / EB outreach facilitator
 2. **Task:** Translate school or classroom announcements into Spanish
 3. **Context:** Literacy events, assignments, conferences, reminders
 4. **Format:** English version + Spanish version side-by-side or combined
 5. **Audience:** Spanish-speaking families of secondary EB students
 6. **Tone:** Warm, professional, family-friendly
-

Prompt 1: Homework Reminder Translation

Prompt:

Translate this classroom reminder into Spanish:

English: “Reminder: Your child’s reading summary is due Friday. It should be 5–7 sentences and include the main idea and 2 details from the story.”

Spanish:

Recordatorio: El resumen de lectura de su hijo se debe entregar el viernes. Debe tener de 5 a 7 oraciones e incluir la idea principal y dos detalles del cuento.

Add a note: “Let us know if your student needs more time.”

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Prompt 2: Literacy Event Invitation

Prompt:

You are sending a note home inviting families to a literacy night. Translate:

English:

“We invite you to join us for Family Literacy Night on Thursday at 6:00 p.m. Students will share their reading projects. Light refreshments will be served!”

Spanish:

¡Los invitamos a nuestra Noche de Lectura Familiar el jueves a las 6:00 p.m.! Los estudiantes compartirán sus proyectos de lectura. ¡Habrà refrigerios ligeros!

Keep it warm and celebratory.

Prompt 3: Progress Report Message

Prompt:

Create a bilingual message for progress report day.

English:

“Progress reports were sent home today. Please review your student’s reading progress and contact us if you have any questions.”

Spanish:

Los informes de progreso fueron enviados hoy. Por favor revise el progreso de lectura de su estudiante y comuníquese con nosotros si tiene preguntas.

Use a clear, supportive tone.

Prompt 4: Test Prep Announcement

Prompt:

Translate this assessment reminder for Spanish-speaking families.

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English:

“Our reading benchmark test is this Wednesday. Please encourage your child to get plenty of sleep and eat breakfast that morning.”

Spanish:

Nuestra evaluación de lectura es este miércoles. Por favor anime a su hijo a dormir bien y desayunar esa mañana.

Consider including a calendar icon or visual when posting digitally.



Prompt 5: Behavior + Praise Note Translation

Prompt:

You’re sending a bilingual positive behavior note.

English:

“Today your child showed great participation during our reading group. They shared thoughtful answers and helped another student understand the story.”

Spanish:

Hoy su hijo mostró excelente participación durante nuestro grupo de lectura. Compartió respuestas reflexivas y ayudó a otro estudiante a entender el cuento.

End with: “We are proud of their progress!” / “¡Estamos orgullosos de su progreso!”

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Title 80. Create templates for parent-teacher conferences.

Below are **5 AI-generated prompts** using all the components of effective prompt writing—designed to help educators create **bilingual, family-friendly templates** for conducting productive **parent-teacher conferences** with families of 9th–12th grade Emergent Bilingual students. These templates support clarity, connection, and collaborative goal-setting.

COMPONENTS INCLUDED:

1. **Role:** Family engagement coordinator / EB communication support
 2. **Task:** Create editable parent-teacher conference templates
 3. **Context:** Reading goals, progress updates, behavior, language development
 4. **Format:** Section headers + bilingual prompts or sentence frames
 5. **Audience:** Spanish-speaking families and teachers of EB students
 6. **Tone:** Welcoming, culturally sensitive, structured
-

Prompt 1: Academic Progress Template

Prompt:

Create a bilingual parent-teacher conference form for 9th-grade EB students. Include:

1. Student strengths (in English and Spanish)
2. Current reading level or growth update
3. Areas to improve with clear examples
4. Next steps for home and school
5. Sentence starters:
 1. “Your student is doing well in...” / “Su estudiante está progresando en...”
 2. “We are working on...” / “Estamos trabajando en...”

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Prompt 2: Goal-Setting Template

Prompt:

Act as a reading support coordinator. Design a goal-setting conference template for 10th-grade EB students. Include:

1. Reading goal from teacher (e.g., “Summarize nonfiction texts”)
 2. Family goal (e.g., “Ask about what they read this week”)
 3. Student goal
 4. All sections in English and Spanish
 5. Space for signatures and follow-up notes
-

Prompt 3: Behavior + Participation Conference Notes

Prompt:

Create a parent-teacher conference form for 11th-grade EB students focused on reading participation.

Include:

1. Class behavior: “Participates in group reading? Yes/No”
 2. Speaking/listening growth: “Shares ideas in class? Yes/No”
 3. Praise note with sentence frame:
 1. “Your student contributed by...” / “Su estudiante participó diciendo...”
 4. Optional: Checkbox for interpreter needed
-

Prompt 4: Pre-Conference Questionnaire for Families

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Prompt:

You are preparing families for an upcoming 12th-grade EB student conference. Create a bilingual parent form with these prompts:

1. “What is something your student enjoys reading?”
2. “Do you have any concerns about reading or homework?”
3. “¿Hay algo que su hijo necesita para leer mejor?”
4. “¿Cómo podemos ayudar como equipo?”

Make it printable and mobile-friendly.



Prompt 5: Student-Led Conference Template

Prompt:

Design a student-led parent-teacher conference template for 9th–10th grade EB students.

Sections should include:

1. “What I’m proud of...” / “Estoy orgulloso de...”
2. “What I want to get better at...” / “Quiero mejorar en...”
3. “One goal I have is...” / “Una meta que tengo es...”
4. Teacher comments section

Encourage students to read the form aloud to their families (with interpreter support if needed).

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Title 81. Write texts home about reading growth.

Below are **5 AI-crafted prompts** using all key components of effective prompt writing—designed to help educators generate **short, family-friendly text messages** about student reading progress for 9th–12th grade Emergent Bilingual students. These messages are ideal for SMS, Remind, TalkingPoints, or ClassDojo and help strengthen home-school connections.

COMPONENTS INCLUDED:

1. **Role:** Family communication partner / reading growth reporter
 2. **Task:** Create short text messages about reading growth
 3. **Context:** Academic updates, EB-friendly wording, Spanish versions
 4. **Format:** Short message in English + optional Spanish version
 5. **Audience:** Families of EB students
 6. **Tone:** Encouraging, concise, positive
-

Prompt 1: Praise for Reading Progress (Fiction)

Prompt:

Write a text message home to a 9th-grade EB student’s family.

English:

“Hi! Just a quick update—[Student Name] is doing a great job understanding the characters in our story. We’re proud of their growth!”

Spanish:

“¡Hola! Solo un breve mensaje—[Nombre del estudiante] está haciendo un gran trabajo entendiendo a los personajes en nuestra historia. ¡Estamos orgullosos de su progreso!”

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Prompt 2: Vocabulary Growth Update

Prompt:

You are messaging a 10th-grade EB student’s family about academic vocabulary.

English:

“[Student Name] is learning new vocabulary and using words like ‘evidence’ and ‘theme’ when they write. ¡Great job!”

Spanish:

“[Nombre del estudiante] está aprendiendo vocabulario nuevo y usa palabras como ‘evidencia’ y ‘tema’ al escribir. ¡Buen trabajo!”

Prompt 3: Reading Fluency Improvement

Prompt:

Send a positive note to the family of an 11th-grade EB student.

English:

“Good news—[Student Name] is reading aloud with more confidence and fewer pauses. Keep up the great support at home!”

Spanish:

“Buenas noticias—[Nombre del estudiante] está leyendo en voz alta con más confianza y menos pausas. ¡Gracias por el apoyo en casa!”

Prompt 4: Informational Text Comprehension Progress

Prompt:

You’re texting a 12th-grade EB student’s family about nonfiction reading.

English:

“Hi! [Student Name] is doing a great job finding the main idea in informational texts. This skill

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will help in all subjects!”

Spanish:

“¡Hola! [Nombre del estudiante] está haciendo un excelente trabajo encontrando la idea principal en textos informativos. ¡Esta habilidad les ayudará en todas las materias!”



Prompt 5: Personalized Encouragement + Goal

Prompt:

You’re sending a reading growth text to a newcomer family.

English:

“[Student Name] is improving in reading every week. Our next goal is for them to summarize a story in 3 sentences. They’re doing great!”

Spanish:

“[Nombre del estudiante] está mejorando en lectura cada semana. Nuestra próxima meta es que resuma una historia en 3 oraciones. ¡Va muy bien!”

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Title 82. Develop reading challenge flyers for families.

Below are **5 AI-crafted prompt examples** using all the components of effective prompt writing—designed to help educators create **engaging, bilingual reading challenge flyers** for families of 9th–12th grade Emergent Bilingual students. These flyers encourage reading at home, promote family involvement, and celebrate reading milestones in fun, accessible ways.

COMPONENTS INCLUDED:

- **Role:** Family engagement designer / literacy celebration planner
 - **Task:** Write reading challenge flyers for home
 - **Context:** Reading goals, tracking charts, reward systems, family literacy
 - **Format:** Flyer text + challenge steps + family support tips + bilingual elements
 - **Audience:** Families of EB students (printable or digital)
 - **Tone:** Fun, welcoming, motivating
-

Prompt 1: “10 Books in 30 Days” Flyer

Prompt:

Create a bilingual flyer inviting 9th-grade EB families to a home reading challenge.

Header: “ 10 Books in 30 Days Challenge!”

English Body:

Read 10 books or stories in the next 30 days. They can be in English or your home language!

Track your progress using our reading log and win a small prize!

Spanish Translation:

¡Reto de leer 10 libros en 30 días!

Lea 10 libros o cuentos en los próximos 30 días. ¡Pueden ser en inglés o en su idioma natal!

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Lleve un registro de su progreso con nuestro formulario y gane un premio.

Include a chart + contact info at the bottom.

Prompt 2: Weekend Reading Bingo Flyer

Prompt:

Design a reading bingo flyer for 10th-grade EB students and families.

Include bingo boxes like:

- ☒ Read with a family member
- ☒ Read a story and draw a picture
- ☒ Read outside
- ☒ Read in your home language

Title: “ Weekend Reading Bingo!”

Add a bilingual footer:

“Turn in your completed board for a surprise!” / “¡Entrega tu tabla completa y recibe una sorpresa!”

Prompt 3: Themed Reading Challenge – “Read Around the World”

Prompt:

Create a culturally responsive reading challenge flyer for 11th-grade EB families.

Theme: “ Read Around the World!”

Read 3 books or articles set in 3 different countries.

Write 1–2 sentences about what you learned and share it in class or at home.

Spanish tagline: “¡Viaja con los libros desde tu casa!”

Make it printable and include parent encouragement like: “Ask your student what country they visited this week.”

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Prompt 4: Family Read-Aloud Flyer (Newcomers)

Prompt:

You're designing a flyer for newcomer families in 9th–10th grade.

Title: “Read Together – ¡Leamos juntos!”

Choose 1 story a week and take turns reading (or listening).

Ask: “What is this story about?” or “What was your favorite part?”

Flyer includes:

- Weekly reading log (day, title, checkmark)
 - English + Spanish family tips
 - Quote: “A family that reads together grows together.”
-

Prompt 5: Monthly Challenge Calendar

Prompt:

Write a reading challenge calendar flyer for 12th-grade EB students and their families.

Title: “ One Reading Task a Day!”

Include 10–12 daily or weekly tasks like:

1. Read for 15 minutes
2. Teach someone a new word
3. Find a quote you like

Provide bilingual headers and a simple printable layout for the fridge or folder.

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Title 83. Generate tips for at-home read-alouds.

Below are **5 AI-crafted prompts** using all components of effective prompt writing—designed to help educators create **family-friendly, bilingual tips** for supporting **read-alouds at home** with 9th–12th grade Emergent Bilingual students. These empower families—even those with limited literacy—to engage in meaningful reading routines.

COMPONENTS INCLUDED:

1. **Role:** Family literacy coach / multilingual engagement specialist
 2. **Task:** Create tips for at-home reading aloud
 3. **Context:** Secondary EB learners, culturally inclusive, bilingual format
 4. **Format:** Tip + explanation + bilingual version (English/Spanish)
 5. **Audience:** Spanish-speaking and multilingual families
 6. **Tone:** Encouraging, practical, low-pressure
-

Prompt 1: “Ask What Happened”

Prompt:

Create a bilingual tip for families reading aloud with their 9th-grade student.

English:

Tip: After reading, ask your child, “What happened in the story?”

This helps them practice summarizing and understanding events.

Spanish:

Consejo: Después de leer, pregúntele a su hijo: “¿Qué pasó en la historia?”

Esto les ayuda a practicar cómo resumir y comprender los eventos.

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Prompt 2: “Trade Roles”

Prompt:

Design a read-aloud tip for 10th-grade EB students and families.

English:

Tip: Take turns reading! You can read one sentence, and your child can read the next.

If you don’t speak English, your child can teach you a new word.

Spanish:

Consejo: ¡Tomen turnos para leer! Usted puede leer una oración, y su hijo la siguiente.

Si no habla inglés, su hijo puede enseñarle una palabra nueva.

Prompt 3: “Use Your Language”

Prompt:

Write a tip encouraging reading in any language.

English:

Tip: Reading in your home language is just as powerful as reading in English.

Ask your child to explain what they read in English—even if you read it in Spanish!

Spanish:

Consejo: Leer en su idioma natal es tan valioso como leer en inglés.

Pídale a su hijo que le explique en inglés lo que leyó—¡aunque lo hayan leído en español!

Prompt 4: “Make a Picture”

Prompt:

You are writing a read-aloud activity tip for newcomer families.

English:

Tip: After reading together, ask your student to draw one thing from the story.

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They can show you and explain what it means.

Spanish:

Consejo: Después de leer juntos, pídale a su hijo que dibuje algo del cuento.

Pídale que se lo muestre y le diga qué significa.



Prompt 5: “Ask What They Learned”

Prompt:

Create a bilingual reading reflection tip for families of 11th–12th grade EB students.

English:

Tip: After reading an article, ask your child, “What did you learn?”

It’s okay if you don’t understand the article—just asking helps them remember.

Spanish:

Consejo: Después de leer un artículo, pregúntele a su hijo: “¿Qué aprendiste?”

No importa si usted no entiende el artículo—hacer la pregunta les ayuda a recordar.

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Title 85. Suggest ways families can support vocabulary growth.

Below are **5 AI-powered prompt responses** using all essential components of effective prompt writing—designed to help educators generate **bilingual, practical strategies for families** to support **vocabulary development at home** for 9th–12th grade Emergent Bilingual students.

COMPONENTS INCLUDED:

1. **Role:** Family literacy advisor / EB language acquisition support
 2. **Task:** Suggest ways families can support vocabulary growth
 3. **Context:** Home language use, low-literacy environments, bilingual households
 4. **Format:** Tip + rationale + bilingual version (English/Spanish)
 5. **Audience:** Spanish-speaking families of secondary EB students
 6. **Tone:** Simple, encouraging, low-pressure
-

Prompt 1: “Use New Words at Dinner”

Prompt:

Create a vocabulary-building tip for 9th-grade EB families.

English:

Tip: Ask your child to share one new word at dinner and explain what it means.

This helps them practice speaking and remembering new vocabulary.

Spanish:

Consejo: Pídale a su hijo que comparta una palabra nueva en la cena y que explique qué significa.

Esto les ayuda a practicar y recordar el nuevo vocabulario.

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Prompt 2: “Word of the Week”

Prompt:

Design a strategy for 10th-grade EB families to learn vocabulary together.

English:

Tip: Pick a “Word of the Week” from your child’s reading. Post it on the fridge and use it in conversation all week.

Spanish:

Consejo: Elijan una “Palabra de la Semana” de la lectura de su hijo. Pónganla en el refrigerador y traten de usarla en conversaciones durante la semana.

Prompt 3: “Talk About Everyday Words”

Prompt:

Write a vocabulary tip for 11th-grade EB students in bilingual homes.

English:

Tip: Ask your child to say the English word for everyday objects around the house (like spoon, backpack, or charger).

You can ask, “How do you say that in English?”

Spanish:

Consejo: Pídale a su hijo que diga en inglés palabras comunes de la casa (como cuchara, mochila o cargador).

Puede preguntarle: “¿Cómo se dice eso en inglés?”

Prompt 4: “Create a Personal Word Journal”

Prompt:

You’re writing a vocabulary growth tip for 12th-grade EB students and their families.

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English:

Tip: Encourage your child to keep a “word journal” with new words they learn each week. They can write the word, a sentence, and draw a symbol.

Spanish:

Consejo: Anime a su hijo a mantener un “diario de palabras” con palabras nuevas que aprende cada semana. Puede escribir la palabra, una oración, y dibujar un símbolo.



Prompt 5: “Watch & Talk Strategy”

Prompt:

Create a vocabulary-building strategy for newcomer families using video.

English:

Tip: Watch a short video or cartoon together and pause to ask, “What does that word mean?” or “Can you say that again?”

Spanish:

Consejo: Vean un video corto o una caricatura juntos y haga pausas para preguntar: “¿Qué significa esa palabra?” o “¿Puedes decir eso otra vez?”

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Title 86. Write invitations to reading nights or events.

Below are **5 AI-powered prompt responses** using all key components of effective prompt writing—designed to help educators create **friendly, bilingual invitations** for reading-related school events geared toward families of 9th–12th grade Emergent Bilingual students.

COMPONENTS INCLUDED:

1. **Role:** Family engagement coordinator / bilingual literacy event planner
 2. **Task:** Write inviting, accessible event flyers or messages
 3. **Context:** Reading night, book fair, poetry slam, student showcase
 4. **Format:** Event name + details + invitation message + English/Spanish versions
 5. **Audience:** Multilingual families, especially Spanish-speaking households
 6. **Tone:** Warm, inclusive, celebratory
-

Prompt 1: Family Literacy Night Flyer

Prompt:

Create a bilingual invitation for a 9th–10th grade reading night.

Title:  Family Literacy Night / Noche de Lectura Familiar

English Text:

Join us Thursday at 6:00 p.m. in the school library!

Come hear students share their favorite books, enjoy snacks, and celebrate reading as a community.

Spanish Text:

¡Acompáñenos el jueves a las 6:00 p.m. en la biblioteca escolar!

Escuche a los estudiantes compartir sus libros favoritos, disfrute de refrigerios y celebre la lectura en comunidad.

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Prompt 2: “Read Around the World” Showcase

Prompt:

You’re inviting families to a multicultural reading event.

Title:  “Read Around the World” Family Showcase

English:

Celebrate global stories with us!

Tuesday at 5:30 p.m. in the cafeteria.

Students will present stories from different cultures, in English and Spanish.

Spanish:

¡Celebre historias del mundo con nosotros!

Martes a las 5:30 p.m. en la cafetería.

Los estudiantes presentarán cuentos de diferentes culturas, en inglés y español.

Prompt 3: Poetry Slam Invitation

Prompt:

Design an invitation to a student poetry night.

Title:  Student Poetry Slam / Noche de Poesía Estudiantil

English:

You’re invited to hear original student poems live!

Wednesday at 6 p.m. in the auditorium. Family and friends welcome.

Spanish:

¡Están invitados a escuchar poesía original de nuestros estudiantes!

Miércoles a las 6 p.m. en el auditorio. Bienvenidos familiares y amigos.

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Prompt 4: Reading Celebration + Awards

Prompt:

Create a celebration invitation for an end-of-unit event.

English:

Reading Celebration this Friday at 1:30 p.m.

Come celebrate your student's reading growth and enjoy a short presentation.

Light snacks will be served.

Spanish:

Celebración de Lectura este viernes a la 1:30 p.m.

Venga a celebrar el progreso en lectura de su estudiante y disfrute de una pequeña presentación.

Habrà refrigerios ligeros.

Prompt 5: Book Swap Event

Prompt:

You're planning a school book swap.

Title:  Book Swap Bash / Intercambio de Libros

English:

Bring a book, take a book!

Next Thursday at lunch in the courtyard.

All grades welcome.

Spanish:

¡Traiga un libro, lleve un libro!

El próximo jueves durante el almuerzo en el patio.

Todos los grados son bienvenidos.

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Title 87. Create parent-friendly reading level explanations.

Below are **5 AI-powered prompt responses** using all components of effective prompt writing—designed to help educators generate **clear, accessible explanations of reading levels** for families of 9th–12th grade Emergent Bilingual students. These explanations help families understand progress, goals, and how to support their child—without jargon or confusion.

COMPONENTS INCLUDED:

1. **Role:** Family literacy liaison / reading progress explainer
 2. **Task:** Write family-friendly explanations of reading levels
 3. **Context:** Reports, conferences, take-home folders
 4. **Format:** English + Spanish version + optional visual analogy or sentence starter
 5. **Audience:** Families of EB students unfamiliar with U.S. literacy systems
 6. **Tone:** Simple, supportive, empowering
-

Prompt 1: General Reading Level Explanation

Prompt:

Write a bilingual note explaining reading levels for a 9th-grade student.

English:

Your child’s reading level shows how well they understand and explain what they read. Each level helps us match them with texts that build their skills.

Spanish:

El nivel de lectura de su hijo muestra qué tan bien entiende y explica lo que lee. Cada nivel nos ayuda a darle textos que fortalezcan sus habilidades.

Use a metaphor: “Like climbing steps on a ladder, each level helps them grow.”

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Prompt 2: Lexile Explanation for Family Report

Prompt:

Explain Lexile levels in family-friendly terms.

English:

A Lexile score is like a reading thermometer. It tells us how hard a text is and what’s a good match for your child.

Spanish:

Un puntaje Lexile es como un termómetro de lectura. Nos dice qué tan difícil es un texto y cuál es adecuado para su hijo.

Add: “We want books that are challenging—but not frustrating!”

Prompt 3: Reading Level + Growth Tracker Note

Prompt:

Create a note to send home with progress reports for 10th-grade EB students.

English:

This quarter, your student moved up one reading level! That means they can now understand more complex vocabulary and ideas in texts.

Spanish:

¡Este trimestre, su hijo subió un nivel de lectura! Eso significa que ahora puede entender vocabulario e ideas más complejas en los textos.

Include a sentence starter for students: “I’m proud of my reading because...”

Prompt 4: Grade-Level Benchmark Explanation

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Prompt:

Explain grade-level reading expectations to a newcomer family.

English:

By the end of 11th grade, we hope students can understand and explain what they read in academic texts. Everyone reaches this at their own pace—and we are here to help.

Spanish:

Para el final del grado 11, esperamos que los estudiantes puedan entender y explicar lo que leen en textos académicos. Cada uno llega a su ritmo—y estamos aquí para apoyar.

Keep the tone reassuring and strengths-based.



Prompt 5: Personalized Level Explanation for Conferences

Prompt:

Write a conference note explaining a student's reading level and goal.

English:

Right now, your child is reading at Level W. That means they're working on analyzing characters and summarizing longer texts. Their next goal is to cite evidence in writing.

Spanish:

Actualmente, su hijo está leyendo en el Nivel W. Eso significa que está practicando cómo analizar personajes y resumir textos largos. Su próxima meta es citar evidencia al escribir.

End with: "We're proud of their effort and progress!"

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Title 88. Summarize research on ELL reading strategies.

Below are **5 AI-powered prompt templates** using all key components of effective prompt writing—designed to help educators generate **concise, teacher-friendly summaries of research-based reading strategies** that support 9th–12th grade Emergent Bilingual students (ELLs) in secondary classrooms.

COMPONENTS INCLUDED:

1. **Role:** Literacy research translator / ELL strategy curator
 2. **Task:** Summarize academic research into actionable strategies
 3. **Context:** Reading comprehension, vocabulary, scaffolding, engagement
 4. **Format:** Summary paragraph + classroom takeaway + citation (optional)
 5. **Audience:** Secondary EB/ELL educators
 6. **Tone:** Clear, practical, grounded in evidence
-

Prompt 1: Research Summary on Visual Supports

Prompt:

Summarize one research-based strategy that uses visual supports to help ELLs comprehend texts.

Summary:

Research shows that pairing visuals (images, charts, diagrams) with new vocabulary or abstract ideas can significantly boost comprehension for ELL students (Echevarría, Vogt, & Short, 2017).

Classroom Application:

Use labeled visuals with academic vocabulary before, during, and after reading—especially for science and social studies texts.

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Prompt 2: Research on Sentence Frames & Academic Language

Prompt:

Create a research summary for teachers on how sentence frames support EB writing.

Summary:

Studies have found that sentence stems reduce the cognitive load of academic writing and increase linguistic output among ELLs (Zwiers, 2008).

Application:

Provide sentence starters for analyzing characters, citing evidence, and drawing conclusions. Rotate them regularly based on the skill being taught.

Prompt 3: Reading Comprehension Through Partner Talk

Prompt:

Write a summary of research supporting structured partner talk.

Summary:

ELLs improve comprehension when they engage in structured, low-stress peer conversations before writing or answering questions (Calderón et al., 2011).

Takeaway:

Use “Turn & Talk” with scaffolds like sentence frames or think-aloud questions after each reading section.

Prompt 4: The Value of Repeated Readings

Prompt:

Provide a research summary on repeated reading for fluency.

Summary:

Repeated reading of grade-level texts has been linked to improvements in fluency, accuracy, and

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confidence for ELL students (Samuels, 2006; Hasbrouck & Glaser, 2020).

Application:

Select short, high-interest passages for rereading and allow EB students to record themselves or practice with partners.



Prompt 5: Importance of Background Knowledge

Prompt:

Summarize why background knowledge matters for ELL reading success.

Summary:

When ELLs connect prior knowledge—especially cultural or linguistic background—to new texts, comprehension increases dramatically (Cummins, 2000; Short & Fitzsimmons, 2007).

Tip for Teachers:

Use visuals, real-life examples, or native language discussion to activate students' schema before reading.

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Title 89. Generate PLC discussion prompts about literacy.

Below are **5 AI-crafted prompt sets** using all components of effective prompt writing—designed to help educators lead **Professional Learning Community (PLC)** discussions around literacy instruction for 9th–12th grade Emergent Bilingual students. These discussion starters promote collaboration, reflection, and actionable planning.

COMPONENTS INCLUDED:

1. **Role:** PLC facilitator / literacy coach
 2. **Task:** Generate questions for teacher reflection and strategy sharing
 3. **Context:** Literacy development for EB students, including reading comprehension, writing, and vocabulary
 4. **Format:** Guiding questions + reflection prompts + optional “next step” suggestion
 5. **Audience:** 9–12 ELA, ESL, and content-area teachers working with EB students
 6. **Tone:** Collaborative, inquiry-driven, evidence-seeking
-

Prompt 1: Reading Comprehension Supports

Prompt:

Create PLC questions focused on comprehension strategies for EB students.

Discussion Prompts:

1. What’s one strategy you’ve used to help students identify the main idea?
2. How do you scaffold complex texts for EB learners?
3. What tools or visuals have helped students who struggle with inference?

Next Step: Share an anchor chart or activity that supports comprehension.

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Prompt 2: Academic Vocabulary Instruction

Prompt:

You're leading a PLC on vocabulary instruction. Provide prompts to spark reflection.

Discussion Prompts:

- How do you decide which words to pre-teach for a reading task?
- In what ways do you use visuals or sentence stems to support academic word learning?
- What's working well—and what's not—with your vocabulary routines?

Next Step: Co-create a shared list of Tier 2 academic words by unit.

Prompt 3: Writing About Reading

Prompt:

Facilitate a PLC on integrating writing into literacy.

Discussion Prompts:

- What types of reading responses (paragraphs, journals, prompts) are most accessible for EB students?
- How are we teaching students to use text evidence effectively?
- What scaffolds (frames, models, etc.) do we provide when students get stuck?

Next Step: Review a writing sample and revise a prompt together.

Prompt 4: Culturally Responsive Literacy Practices

Prompt:

Generate PLC questions about culturally sustaining literacy practices.

Discussion Prompts:

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1. How do we incorporate students' cultural or linguistic backgrounds into our reading selections?
2. What multilingual resources (e.g., dual texts, glossaries) have supported student growth?
3. How do students see themselves reflected in the texts we use?

Next Step: Audit current texts and brainstorm new additions to diversify your library.



Prompt 5: Progress Monitoring + Intervention

Prompt:

You are leading a PLC on tracking and responding to EB reading data.

Discussion Prompts:

1. How are we currently monitoring reading progress for our EB students?
2. What data (formal or informal) gives us the clearest insight?
3. How do we adjust instruction when students don't meet benchmarks?

Next Step: Plan a mini reteach cycle based on a shared data trend.

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Title 90. Suggest AI tools for multilingual classrooms.

Below are **5 AI-powered prompt sets** using all components of effective prompt writing—designed to help educators explore and integrate **AI tools specifically useful in multilingual classrooms** serving 9th–12th grade Emergent Bilingual students. These tools support translation, vocabulary, pronunciation, writing, and cultural inclusivity.

COMPONENTS INCLUDED:

1. **Role:** Multilingual technology coach / AI integration specialist
 2. **Task:** Suggest AI tools + examples of classroom use
 3. **Context:** Secondary EB instruction, language supports, tech-enhanced learning
 4. **Format:** Tool name + classroom use + sample prompt or activity
 5. **Audience:** Teachers of multilingual students
 6. **Tone:** Practical, inclusive, innovation-forward
-

Prompt 1: Google Translate + Sentence Simplification

Tool Suggestion: Google Translate + SchoolAI

Use: Translate short passages, directions, or feedback into students’ home languages. Then use SchoolAI to simplify instructions in English.

Prompt Example for SchoolAI

“Simplify this paragraph for an intermediate English learner: [Insert paragraph].”

Use both tools to ensure students understand directions and content without lowering rigor.

Prompt 2: Microsoft Immersive Reader

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Tool Suggestion: Immersive Reader (built into Microsoft Word, OneNote, and more)

Use: Supports reading comprehension through text-to-speech, syllable highlighting, line focus, and translation tools.

Classroom Application: Allow EB students to hear and see text at their own pace. Combine it with highlighting key vocabulary for visual tracking.



Prompt 3: Canva Magic Write + Visual Support

Tool Suggestion: Canva Magic Write (Pro or Education version)

Use: Generate visuals + sentence stems + simplified language versions of classroom content.

Prompt Example:

“Write 3 sentence starters a 9th-grade EB student can use to explain the theme of a story.”

Pair with Canva to create visual anchors or handouts.



Prompt 4: Text-to-Speech (TTS) Tools + Flipgrid/Flip

Tool Suggestion: NaturalReader / Read Aloud extensions + Flipgrid (Flip)

Use:

1. TTS helps EB students hear complex texts aloud.
2. Flip allows them to record oral summaries or reading reflections.

Prompt for Flipgrid:

“Read 1 paragraph out loud, then explain what it means in your own words.”

Use both tools to build oral fluency and comprehension.



Prompt 5: Rewordify + Quizlet AI

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Tool Suggestions: Rewordify.com + Quizlet's AI flashcard generator

Use:

1. Rewordify simplifies complex sentences and academic vocabulary.
2. Quizlet creates bilingual flashcards for practice and review.

Prompt for Rewordify:

“Paste the article here and reword difficult vocabulary for your EB students.”

Prompt for Quizlet AI:

“Create 8 flashcards for these words with Spanish translations and example sentences.”

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Title 91. Provide overviews of WIDA/ELPS alignment to texts.

Below are **5 AI-powered prompts** using all key components of effective prompt writing—designed to help educators create quick-reference guides that **align WIDA or ELPS language standards to reading tasks or texts** for 9th–12th grade Emergent Bilingual students.

COMPONENTS INCLUDED:

1. **Role:** Language standards alignment coach / instructional support specialist
 2. **Task:** Align ELPS or WIDA standards to text-based instruction
 3. **Context:** Literary or informational texts, language domains (reading, writing, speaking, listening)
 4. **Format:** Skill focus + standard code + activity connection
 5. **Audience:** Teachers planning for EB students across proficiency levels
 6. **Tone:** Practical, standards-informed, classroom-friendly
-

Prompt 1: Align ELPS to Short Story Reading Task

Prompt:

You are aligning Texas ELPS to a 9th-grade EB lesson on *Thank You, Ma'am*.

Skill: Identify character motivation and cite evidence

ELPS Connection:

1. 4.G: Demonstrate comprehension of increasingly complex English through reading
2. 3.E: Share information in spoken conversations

Activity Tie-In: Students read a paragraph, highlight actions, then discuss: “Why did the character do that?” using a sentence starter.

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Prompt 2: Align WIDA to Informational Text Reading

Prompt:

You are teaching a 10th-grade article on climate change. Align to WIDA 2020.

Focus Skill: Summarizing informational texts

WIDA Standards:

1. Language of Science
2. Key Language Use: Inform

Proficiency Activity Example:

3. Entering/Emerging: Sentence frame fill-ins with visuals
 4. Developing: Write 3-part summary using key vocabulary
 5. Expanding: Oral retell with main idea + 2 details
-

Prompt 3: ELPS-Writing Integration with Literature

Prompt:

Support 11th-grade EB students writing about theme in a poem.

ELPS Alignment:

- 5.G: Narrate, describe, and explain in writing
- 4.I: Show comprehension of English language texts through inferencing

Activity:

Students identify a line from the poem that supports a theme, then use a writing frame to explain how the line supports that idea.

Prompt 4: WIDA Speaking + Listening in Class Discussion

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Prompt:

Design a group discussion for 12th-grade EB students after reading a persuasive editorial.

WIDA Standards:

- Language of Language Arts
- Key Language Use: Argue

Standards Tie-In:

- Use language to express opinions and justify with evidence

Differentiation:

- Emerging: “I think ____ because ____.”
 - Developing: “One reason is ____, but another idea is ____.”
 - Bridging: Compare two claims in a Flipgrid video response
-



Prompt 5: ELPS + WIDA Crosswalk for Vocabulary Acquisition

Prompt:

You are building a vocabulary lesson connected to an 11th-grade reading passage.

ELPS:

1. 1.E: Internalize new basic and academic language

WIDA:

2. Language Development Standard 1 (Language for Social and Instructional Purposes)

Activity Match:

3. Pre-reading Frayer model
 4. Vocabulary quiz with visuals
 5. Oral sentence-building challenge using sentence stems
-

Would you like to continue with **item #95**? These alignments are helping teachers connect **language growth to real academic outcomes**—let’s keep going!

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Title 92. Generate questions for lesson study or peer feedback.

Below are **5 AI-powered prompt sets** using all the key components of effective prompt writing—designed to help educators create **peer observation and reflection questions** for lesson studies focused on literacy instruction for 9th–12th grade Emergent Bilingual students. These prompts help teams refine strategies through collaborative feedback.

COMPONENTS INCLUDED:

1. **Role:** Instructional coach / literacy peer feedback lead
 2. **Task:** Generate reflection and observation questions
 3. **Context:** Reading lesson walkthroughs, writing tasks, vocabulary scaffolds
 4. **Format:** Pre-observation + during lesson + post-observation questions
 5. **Audience:** EB-focused teacher teams in PLCs or instructional rounds
 6. **Tone:** Reflective, collegial, improvement-oriented
-

Prompt 1: Reading Comprehension Focus

Prompt:

Create peer feedback questions for a lesson focused on identifying main ideas.

Before the lesson:

1. What specific supports are you using to help EB students find the main idea?

During the lesson:

2. What cues are students using to locate key points in the text?

After the lesson:

3. How did your scaffolds (e.g., sentence frames, visuals) support student responses?
-

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Prompt 2: Academic Language & Vocabulary

Prompt:

Generate reflection questions for a vocabulary-rich lesson.

Pre-lesson:

1. How are you selecting which words to pre-teach to EB students?

Observation focus:

2. How are students using new vocabulary during discussion or writing?

Post-lesson:

3. Which strategy seemed most effective for long-term vocabulary retention?
-

Prompt 3: Writing About Reading

Prompt:

You are observing a peer's lesson on writing a literary analysis paragraph.

Before:

1. How are you modeling the use of evidence in student writing?

During:

2. Are students able to move from quoting to explaining?

After:

3. What adjustments would you make to your writing scaffolds based on student work?
-

Prompt 4: Engagement & Differentiation for EB Students

Prompt:

Generate lesson study questions that focus on student engagement and differentiation.

Before:

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1. How are you differentiating for various proficiency levels in your EB group?
During:
 2. Who is engaged—and how do you know?
After:
 3. What might be added or removed to keep engagement high while meeting language goals?
-



Prompt 5: Technology Integration for Language Growth

Prompt:

Write feedback questions for a peer using digital tools like Quizizz, Flipgrid, or Seesaw.

Before the lesson:

1. What is your language objective for this digital task?
During the lesson:
 2. How are students demonstrating understanding in spoken or written responses?
After the lesson:
 3. How might you tweak the tool or prompt to increase academic language use?
-

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Title 93. Suggest text-dependent questions for collaborative planning.

Below are **5 AI-powered prompt sets** using all components of effective prompt writing—created to help educators generate **text-dependent questions (TDQs)** for use in collaborative lesson planning for 9th–12th grade Emergent Bilingual students. These TDQs help teams align instruction, support language objectives, and deepen comprehension.

COMPONENTS INCLUDED:

1. **Role:** Curriculum planner / EB literacy co-teacher
 2. **Task:** Create text-dependent questions for lesson planning
 3. **Context:** Literary and informational texts, EB scaffolds, DOK levels
 4. **Format:** TDQ + skill target + sentence stems or supports
 5. **Audience:** Teacher teams supporting EB students
 6. **Tone:** Academic, scaffolded, standards-aligned
-

Prompt 1: Fiction – Character Analysis

Prompt:

Create TDQs for *Of Mice and Men* to use during a 9th-grade planning meeting.

Questions:

1. What do George’s actions in Chapter 2 suggest about his relationship with Lennie?
2. How does Steinbeck reveal character through dialogue?

Support:

3. Sentence stem: “This shows that George is ____ because he ____.”
4. Vocabulary: loyal, protective, frustrated

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Prompt 2: Informational – Main Idea and Structure

Prompt:

Generate TDQs for a 10th-grade article about renewable energy.

Questions:

1. What is the main idea of the article?
2. How does the author structure the article to support that idea?

Supports:

1. Frame: “The main idea is ____ because ____.”
 2. Graphic organizer for structure (problem/solution, compare/contrast)
-

Prompt 3: Poetry – Figurative Language and Tone

Prompt:

Help 11th-grade teachers create TDQs for Maya Angelou’s *Still I Rise*.

Questions:

1. What figurative language does the poet use in stanza 3?
2. How does that language contribute to the tone of defiance or pride?

Supports:

1. Word bank: metaphor, simile, repetition
 2. Frame: “The poet’s tone is ____ because she says...”
-

Prompt 4: Argument – Claim and Evidence

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Prompt:

You're building TDQs for a 12th-grade editorial.

Questions:

1. What is the author's claim?
2. What evidence does the author provide to support it?
3. Is the reasoning logical or emotional?

Supports:

1. Frame: "The author claims that ____ and supports it by saying ____."
 2. Vocabulary: persuasive, valid, biased
-



Prompt 5: Multilingual Scaffolded TDQs (Newcomer-Friendly)

Prompt:

Create TDQs for a high-interest article for 9th–10th grade newcomers.

Questions:

1. Who is the article about?
2. What is the problem and how is it solved?

Supports:

1. Visual organizer: Who / What / Problem / Solution
 2. Spanish sentence stems and picture icons for response boxes
-

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Title 94. Draft sample email requests for team support.

Below are **5 AI-crafted prompt responses** using all components of effective prompt writing—designed to help educators draft **concise, professional email templates** requesting support from team members, specialists, or administrators in working with 9th–12th grade Emergent Bilingual students. These emails are clear, respectful, and solution-oriented.

COMPONENTS INCLUDED:

- **Role:** Teacher or support staff member
 - **Task:** Request support or collaboration
 - **Context:** Student needs, planning help, resource sharing, family contact
 - **Format:** Subject line + greeting + request + closing
 - **Audience:** Instructional coach, ESL specialist, counselor, administrator
 - **Tone:** Professional, collaborative, respectful
-

Prompt 1: Request for Language Support Plan

Prompt:

You're a 9th-grade English teacher requesting help from the ESL specialist.

Subject: Support with EB student language plan

Email Body:

Hi [Name],

I'd like to request your input on a support plan for [Student Name], a newcomer in my 1st period class. I'd love help identifying sentence frames and reading scaffolds I can use with our upcoming short story unit.

Could we meet briefly this week? Thank you!

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Best,

[Your Name]

Prompt 2: Request for Co-Planning a Lesson

Prompt:

You're a 10th-grade teacher reaching out to a co-teacher or ESL interventionist.

Subject: Co-planning help for nonfiction reading

Email Body:

Hello [Name],

I'm planning next week's nonfiction lesson on media bias and would love your help adjusting it for our EB students. Could we co-plan some vocabulary scaffolds or sentence starters together?

Would Wednesday during lunch work?

Thanks so much,

[Your Name]

Prompt 3: Request for Bilingual Family Contact

Prompt:

You're asking the campus translator or bilingual aide for help contacting a student's family.

Subject: Interpreter help needed for family check-in

Email Body:

Hi [Name],

Would you be available to help me call [Student Name]'s family this week? I'd like to share their reading progress and make sure they understand an upcoming assignment.

Please let me know a time that works for you—thank you for supporting our families!

Gratefully,

[Your Name]

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Prompt 4: Requesting an Observation for Feedback

Prompt:

You're inviting your instructional coach to observe a strategy you're trying with EB students.

Subject: Would love feedback on EB reading strategy

Email Body:

Hi [Name],

I've been using sentence stems and group reading structures to support my EB students during class discussions. I'd love feedback on how it's going. Would you be willing to stop by during 3rd period this week?

Looking forward to your insight!

Thanks,

[Your Name]

Prompt 5: Request for Shared Resources or Templates

Prompt:

You're asking your colleagues for EB-friendly reading resources.

Subject: Looking for EB-friendly reading tools

Email Body:

Hi team,

Does anyone have reading organizers or scaffolds they use with EB students, especially for theme or character analysis? I'd love to build a shared folder we can all use.

Thanks in advance—please reply with links or attachments if you have them!

Appreciatively,

[Your Name]

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Title 95. Create reflection prompts on AI use in class.

Below are **5 AI-generated reflection prompts** using all components of effective prompt writing—designed to help educators and students **reflect critically on the use of AI tools** in the reading and writing classroom, especially for 9th–12th grade Emergent Bilingual students.

COMPONENTS INCLUDED:

- **Role:** Instructional technology coach / reflective practice facilitator
 - **Task:** Create reflection prompts related to AI usage in learning
 - **Context:** Reading, writing, vocabulary, planning, or tutoring activities
 - **Format:** Open-ended questions, sentence frames, bilingual options
 - **Audience:** EB students and teachers using AI tools (e.g., Grammarly, SchoolAI)
 - **Tone:** Thoughtful, student-centered, improvement-focused
-

Prompt 1: Student Reflection on AI for Writing

Prompt:

Write a reflection question for 9th-grade EB students who used SchoolAI to help revise a paragraph.

Prompt:

“How did using AI help you improve your paragraph? What did you learn from the suggestions?”

Sentence Starter:

“AI helped me because...” / “One thing I changed was...”

Provide Spanish version if needed:

“¿Cómo te ayudó la IA a mejorar tu párrafo?”

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Prompt 2: Pros and Cons of AI Tutoring

Prompt:

You're guiding 10th-grade students after they used AI for reading support.

Prompt:

"What was helpful and what was confusing about using AI to understand a text?"

Sentence Frame:

"One helpful part was..." / "Next time I wish it would..."

Encourage honesty and curiosity.

Prompt 3: Group Discussion Prompt – Ethical Use

Prompt:

Facilitate a group reflection in 11th-grade reading class.

Discussion Prompt:

"What's the difference between using AI to help you learn and using it to do the work for you?"

Follow-up Question:

"How can we use AI responsibly in reading and writing class?"

Make it a journal option or classroom debate.

Prompt 4: Teacher Reflection on AI Integration

Prompt:

Create a teacher-focused reflection prompt.

Prompt:

"How did using AI in this unit impact your EB students' engagement or confidence with

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academic language?”

Follow-up:

“What challenges came up, and what would you adjust for next time?”

Encourage sharing in a PLC or coaching conversation.

Prompt 5: Bilingual Student Exit Ticket

Prompt:

Write an exit slip prompt for Spanish-speaking newcomers.

English:

“Did using AI help you understand today’s lesson?”

Spanish:

“¿Te ayudó la IA a entender la lección de hoy?”

Include visual options: ☒ Yes / ☐ A little / ☐ Not really

Add optional space: “One word I learned from AI today was...”

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Title 96. Suggest ways to use AI to reduce teacher workload.

Below are **5 AI-powered prompt sets** using all components of effective prompt writing—designed to help educators identify practical, **time-saving uses of AI** in planning, feedback, differentiation, and communication—specifically for 9th–12th grade Emergent Bilingual reading classrooms.

COMPONENTS INCLUDED:

1. **Role:** Efficiency coach / teacher productivity assistant
 2. **Task:** Suggest time-saving uses for AI tools
 3. **Context:** Reading lesson planning, feedback, scaffolding, assessment
 4. **Format:** Task area + AI use case + sample prompt
 5. **Audience:** Secondary EB teachers looking to reclaim time without lowering quality
 6. **Tone:** Practical, empowering, realistic
-

Prompt 1: Planning Reading Lessons Faster

Use Case: Use AI to generate lesson plans aligned to standards

Sample Prompt for SchoolAI:

“Create a TEKS-aligned 10th-grade reading lesson on identifying main idea in an informational article. Include objectives, warm-up, vocabulary, scaffolded activities, and formative assessment.”

Time Saved: 45+ minutes of prep

Bonus: Add sentence stems for EB students in the prompt

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Prompt 2: Auto-Generate Text-Dependent Questions

Use Case: Ask AI to create DOK-leveled, EB-accessible questions for a specific passage

Prompt:

“Write 6 text-dependent questions for a 9th-grade EB class based on this short story excerpt. Include 2 literal, 2 inferential, and 2 analytical questions with sentence frames.”

Time Saved: 20–30 minutes of planning

Prompt 3: Simplify Feedback on Writing

Use Case: Turn rubric scores or rough feedback into student-friendly comments

Prompt:

“Convert this feedback into a growth-focused paragraph for a 10th-grade EB student: ‘Lacks clear topic sentence, some evidence but little explanation.’”

AI Output: Student-readable, kind, actionable

Time Saved: 30–60 minutes per class set

Prompt 4: Create Differentiated Reading Tasks

Use Case: Generate three versions of a reading task for newcomer, intermediate, and advanced EB students

Prompt:

“Adapt this reading summary activity for three proficiency levels. Use visuals, frames, and simplified texts.”

Time Saved: At least 1–2 hours per unit

Bonus: Include a glossary or bilingual version

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Prompt 5: Draft Parent Communications

Use Case: Use AI to quickly write bilingual texts, emails, or newsletters

Prompt:

“Write a short, bilingual (English/Spanish) message to families about an upcoming reading benchmark, including tips for support at home.”

Time Saved: 10–15 minutes per message

Impact: Builds trust + saves time

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Title 97. Write PD session prompts on AI for literacy support.

Below are **5 AI-powered prompt sets** using all the components of effective prompt writing—designed to help educators create **professional development (PD) discussion prompts or activities** focused on how AI can support literacy instruction for 9th–12th grade Emergent Bilingual students.

COMPONENTS INCLUDED:

1. **Role:** PD facilitator / instructional innovation coach
 2. **Task:** Generate PD discussion, reflection, or hands-on activity prompts
 3. **Context:** AI integration into EB literacy (reading, writing, vocabulary)
 4. **Format:** Scenario or question + group activity + reflection option
 5. **Audience:** Secondary teachers, coaches, specialists
 6. **Tone:** Forward-thinking, inquiry-based, collaborative
-

Prompt 1: Exploring AI to Support Reading Comprehension

PD Prompt:

“How might AI help you support EB students with reading comprehension of grade-level texts?”

Activity:

Review a sample AI prompt used to simplify a short story. In small groups, modify it to serve three proficiency levels.

Reflection:

What benefits and risks come with simplifying texts using AI?

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Prompt 2: Sentence Frame Generation Challenge

PD Prompt:

“Use SchoolAI to generate sentence frames for a literary analysis task.”

Challenge:

In pairs, enter the same prompt and compare outputs. Revise and improve for your context.

Discussion:

What do we need to add or clarify to get better EB-friendly scaffolds?

Prompt 3: Differentiation with AI in Writing Tasks

PD Prompt:

“How can AI tools help us differentiate writing instruction for EB students?”

Activity:

Use an AI tool to create a 3-tier writing scaffold (newcomer, intermediate, advanced) for a paragraph on theme.

Extension:

Compare that with how long it normally takes you—then rate the usefulness.

Prompt 4: Ethical Use of AI with EB Students

PD Prompt:

“What does ethical and equitable use of AI look like for Emergent Bilinguals?”

Scenario Discussion:

A student copies an AI-generated summary. Another uses AI to clarify a word. Are both appropriate? Why or why not?

Follow-Up: Draft a short AI use policy for your classroom.
