

Stanford

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Bio

LINKS

- Webpage: <https://srlevine.people.stanford.edu>

Publications

PUBLICATIONS

- **Elementary Teachers' Scaffolding in Writing Instruction** *LITERACY RESEARCH AND INSTRUCTION*
Taylor, K. S., Keane, K., Silverman, R. D., Levine, S.
2024
- **The Next Word: A Framework for Imagining the Benefits and Harms of Generative AI as a Resource for Learning to Write** *READING RESEARCH QUARTERLY*
Beck, S. W., Levine, S.
2024
- **How do students use ChatGPT as a writing support?** *JOURNAL OF ADOLESCENT & ADULT LITERACY*
Levine, S., Beck, S. W., Mah, C., Phalen, L., Pittman, J.
2024
- **Beyond CheatBots: Examining Tensions in Teachers' and Students' Perceptions of Cheating and Learning with ChatGPT** *EDUCATION SCIENCES*
Mah, C., Walker, H., Phalen, L., Levine, S., Beck, S. W., Pittman, J.
2024; 14 (5)
- **A Life with Poetry: The Development of Poetic Literacy (Book Review)** *STYLE*
Book Review Authored by: Levine, S., Bunderson, M.
2024; 58 (1): 105-112
- **Backtalk: ChatGPT: A powerful technology tool for writing instruction** *PHI DELTA KAPPAN*
Beck, S. W., Levine, S. R.
2023; 105 (1): 66-67
- **One text, two worlds, third space: Design principles for bridging the two-worlds divide in teacher education** *TEACHING AND TEACHER EDUCATION*
Trepper, K., Levine, S., Lomeli, K., Garcia, A.
2023; 129
- **High school mathematics teachers' noticing of inequitable talk** *JOURNAL OF MATHEMATICS TEACHER EDUCATION*
Stovall, J., Pimentel, D. R., Carlson, J., Levine, S. R.
2023
- **INSIGHTS INTO TEACHERS' FUNDS OF KNOWLEDGE: COMPARING LANGUAGE ARTS TEACHERS' STANCES TOWARD THE SAME POEMS IN EVERYDAY AND SCHOOL SETTINGS** *L1 EDUCATIONAL STUDIES IN LANGUAGE AND LITERATURE*
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- **What if it Were Otherwise? Teachers Use Exams from the Past to Imagine Possible Futures in the Teaching of Literature** *READING RESEARCH QUARTERLY*
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2022
- **Situated Expertise in Literary Interpretation: An Expert-Expert Study of High School and PhD Students Reading Canonical Hip-Hop and Poetry** *COGNITION AND INSTRUCTION*
Levine, S.
2022
- **Guest editorial: Introduction to special issue on disciplinary literacy in English teaching and teacher education** *ENGLISH TEACHING-PRACTICE AND CRITIQUE*
Rainey, E. C., Levine, S.
2022; 21 (1): 1
- **Authority and authenticity in teachers' questions about literature in three contexts** *ENGLISH TEACHING-PRACTICE AND CRITIQUE*
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2022
- **How Feeling Supports Students' Interpretive Discussions About Literature** *JOURNAL OF LITERACY RESEARCH*
Levine, S., Trepper, K., Chung, R., Coelho, R.
2021
- **A Century of Change in High School English Assessments: An Analysis of 110 New York State Regents Exams, 1900-2018** *RESEARCH IN THE TEACHING OF ENGLISH*
Levine, S.
2019; 54 (1): 31–57
- **Using Everyday Language to Support Students in Constructing Thematic Interpretations** *JOURNAL OF THE LEARNING SCIENCES*
Levine, S.
2019; 28 (1): 1–31
- **THEORY, DESIGN, AND TEACHER EXPERIENCE IN A LITERATURE-FOCUSED PROFESSIONAL DEVELOPMENT** *L1 EDUCATIONAL STUDIES IN LANGUAGE AND LITERATURE*
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- **Using Everyday Language to Support Students in Constructing Thematic Interpretations** *Journal of the Learning Sciences*
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- **Epistemic cognition in literary reasoning** *Handbook of epistemic cognition*
Lee, C. D., Goldman, S. R., Levine, S., Magliano, J.
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- **Opening George Hillocks's Territory of Literature** *English Education*
Levine, S., Bernstein, M.
2016; 48 (2): 127
- **Helping high school students read like experts: Affective evaluation, salience, and literary interpretation** *Cognition and Instruction*
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- **Teaching writing with radio** *English Journal*
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- **Making interpretation visible with an affect#based strategy** *Reading Research Quarterly*
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- **Using affective appraisal to help readers construct literary interpretations** *Scientific Study of Literature*
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