To complement our exhibit theme of American vernaculars in children's literature, this month’s article takes a look at how Latino children’s literature uses language (via bilingualism and Spanglish) to carry messages—oftentimes reinforcing hegemonic models of cultural assimilation—about identity construction. In their examination, the authors ask: “How can we become active readers of these texts, ‘talking back’ to messages that may inform inaccurate, misleading, or incomplete portraits of the lives of bilingual children and their families?” (p. 260).