



February 21, 2025

Children's Literature Assembly Online Research Conference

*Illuminating Children's Literature Research
in Theory & Practice*



Mary Frances Early
College of Education
UNIVERSITY OF GEORGIA





CHILDREN'S
LITERATURE
ASSEMBLY

PROGRAM

Conference Schedule

Time (ET)

8:30-9:00	Social Time
9:00-10:00	Concurrent Sessions 1
10:10-11:10	Concurrent Sessions 2
11:20-12:20	Keynote Presentation
12:30-1:30	Concurrent Sessions 3
1:40-2:40	Concurrent Sessions 4
2:50-3:50	Concurrent Sessions 5: Journal Editor Session
	 Rotation 1: 2:50-3:20
	 Rotation 2: 3:20-3:50
4:00-5:00	Concurrent Sessions 6
5:00-5:30	Closing and Social Time



The Children's Literature Assembly of NCTE

A vibrant community of scholars, teachers, librarians, book creators, and other children's literature enthusiasts who advocate the centrality of literature in children's academic and personal lives.

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Jennifer Graff, University of Georgia
Xenia Hadjioannou, Penn State University, Berks
Lauren Aimonette Liang, University of Utah
Miriam Martinez, University of Texas San Antonio
Liz Thackeray Nelson, Utah Valley University
Mary-Kate Sableski, University of Dayton
Jennifer Slagus, University of South Florida and Brock University

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Kasey Short
Jennifer Slagus
Rebecca Stortz
Meghan Valerio
Megan Van Deventer
Jongsun Wee
Mario Worlds

Concurrent Sessions 1 - 9:00-10:00 am ET

1.A Preservice Teachers

Chair: Miriam Martinez, University of Texas, San Antonio

Reaching for Theme in a Children's Literature Course

Theme should be central to literary reading. However, making inferences about theme can be challenging. Teachers must be prepared to guide their students toward the big ideas that emerge from literature and must give students the tools they will need to independently seek themes. We find that our university students sometimes struggle to articulate themes and are unsure how to help their own students reach for theme. The purpose of this investigation was to explore preservice teachers' understanding of theme and theme instruction.

Rebecca Stortz, *University of Texas, San Antonio*
Samuel DeJulio, *University of Texas, San Antonio*

The Practice of Critical Literacy: Pre-service Teachers' Analysis of Children' Literature Through Recognizing Social Identities

The study explored how pre-service teachers' social identities (e.g., socio-economic status, gender, sexual orientation, race, and religion) influenced their roles as critical literacy educators and their ability to analyze children's literature. It focused on self-reflection, discussions, and book analysis to explore how their identities impact on teaching practices.

HsingJung Chen, *Boise State University*
Eun Hye Son, *Boise State University*

Illuminating the Literature Students Need: Preservice Teachers' Agency to Share Diverse Literature

This study examines how preservice teachers' perceptions about how and when to use diverse literature changed through their participation in a children's literature course. We will present data collected and recursively analyzed throughout the semester and share results that indicate how preservice teachers discuss diverse topics in texts and how they might facilitate discussions about those texts in future classrooms. Implications for supporting preservice teachers in

utilizing and discussing diverse texts with future students will be shared.

Jackie Arnold, *University of Dayton*
Mary-Kate Sableski, *University of Dayton*
Jennifer Adams, *University of Dayton*

1.B Intersectionalities

Chair: Grace Enriquez, Lesley University

Interactive Read Alouds as Culturally Sustaining Pathways: Culturally Sustaining Children's Literature and its Intersections with Race and Culture

This study explores culturally sustaining read-alouds as an element that articulates and guides different culturally sustaining pathways to address race and culture in the practice of a Latina early childhood educator with her Latinx students. Drawing from a culturally sustaining pedagogies framework, we analyzed the teacher's use of culturally sustaining literature to enhance young children's racial awareness and cultural competence.

Laura Cardona-Berrio, *University of Texas, San Antonio*
María Leija, *University of Texas, San Antonio*

Unpacking Intersectionality in Vashti Harrison's "Big"...

This paper presents a critical content analysis of "Big" by Harrison, using an intersectional lens (Crenshaw, 1991) to explore the protagonist's experiences with body image and intersecting identities. It highlights discrimination influenced by identity interactions and dynamics of privilege/oppression, promoting discussions that recognize diverse identities. The study shows how children's literature can challenge dominant norms and enhance understanding of complex identity interplay.

Elizabeth Isidro, *Western Michigan University*
Daven Carter, *Western Michigan University*

At the Intersection: Children's Picture Books Portraying Trans or Gender Non-Conforming Protagonists of Color, 2013-2023

Trans people of color are literally at the intersection of recent attempts to ban books along both racial and queer lines. For young people of color who may be (or who will later realize they are) trans, what messages about an intersectional trans identity of color might they receive via

picture books? This session will present an analysis comparing 45 books featuring trans or gender non-conforming protagonists of color with 45 books depicting white trans or GNC protagonists.

Kevin Roach, *Saint Louis University*

1.C Family Stories

Chair: Emmaline Ellis, West Chester University

Critical Encounters with Picturebooks about Immigration

I will share data collected from an undergraduate education course titled “Immigration and the Diaspora in Education”. We analyzed assignments designed to give students a supported opportunity to critically engage with picturebooks representing both historical and contemporary migration to the U.S., and to consider how immigrants – and the experience of migration - were represented.

Audrey Lucero, University of Oregon

Exploring Young Children's Complex Responses to Family Representation Through Multimodal Research

Responding to picturebooks that provide both mirrors and windows (Bishop, 2012) can be an important way for teachers to engage students in conversations around inclusivity and acceptance. In this study, we use critical multimodal analysis to consider how young children in a kindergarten classroom respond to stories that center family diversity, particularly related to cultural, racial, sexual, and gender identities.

Angela Wiseman, North Carolina State University

Jill Grifenhange, North Carolina State University

Corrie Dobis, North Carolina State University

Bethany Lewis, North Carolina State University

Reflections of Transnational Parent Knowledge in Storied Lived Experience

This study critically examines picturebooks that reflect the complex social networks and lived experiences of transnational communities in Canada and the United States. It challenges

dominant narratives of linear migration. Through a critical narrative review, it explores how transnational parents support their children's education, identity, and daily lives, emphasizing their funds of knowledge. The portrayal counters stereotypes and provides authentic resources for educators and parents.

Emma Chen, Western Washington University

1.D Breaking the silence!

Chair: Jeanne Fain, Lipscomb University

Breaking the Silence! Listening to how Children and Adolescents Respond to Literature

This panel presentation brings together research and pedagogical practice aimed at exploring how children and adolescents make sense of the texts they encounter. The studies showcased here look at what happens when young readers are given more space, freedom, and autonomy to explore their own responses, experiment with interpretations, and test different approaches to reading and responding to texts. These investigations enable us to read and interpret children's and young adult (YA) literature through fresh lenses.

Vicky Macleroy, Goldsmiths, University of London

Michael Rosen, Goldsmiths, University of London

Mette Lindahl-Wise, Goldsmiths, University of London

Emily Corbett, Goldsmiths, University of London

Helen Jones, Goldsmiths, University of London

Concurrent Sessions 2 - 10:10-11:10 am ET

2.A Middle Grades Literature

Chair: Jennifer Slagus, University of South Florida & Brock University

Machismo or Emasculation? Models of Masculinity of Men Teachers in Middle-Grade Literature

This presentation addresses the results of a content analysis of middle-grade school stories examining the portrayals of gender, specifically examining the constructs of fictional men teachers. Using a masculinity lens, the gendered identities of the men teachers were analyzed, specifically examining how their portrayals either promoted or disrupted gendered stereotypes about men who teach in middle grades, and how these fictional portrayals compared to actual men teachers in the embodied world.

Jared S. Crossley, The Ohio State University

Authenticity Matters to the Middies, and to Everyone: Examining Trends and Authenticity in Soccer Stories for the Middle Grades

What is the nature of today's fictional soccer literature for middle grade readers? What is the diversity of characters and settings? What are the common themes? Learn about the current trends in youth soccer novels, while also discussing important issues of considering authenticity and accuracy in novels specific to a particular identity group.

Lauren Aimonette Liang, University of Utah

Queer Rural Representation in Middle Grade Fiction

9.5 million school aged readers attend rural schools in the United States, but middle grade fiction is rarely set in rural places. Rural middle grade readers who are queer identifying are even less likely to see their identities reflected in the books they read. This critical content analysis reports on the representation of queer rural lives in contemporary middle grade fiction.

Karen Eppley, Penn State University

Matthew Panozzo, University of Memphis

Rachelle Kuehl, Virginia Tech University

2.B Pedagogical Wobbles

Chair: Rebecca Stortz, University of Texas, San Antonio

Reading Translingual Picturebooks as a Monolingual Educator

This paper reports on a descriptive qualitative case study involving translingual picturebooks in elementary schools. The broader context of the study exists within the potential for linguistically diverse children's literature to serve as mirrors and windows for students. This paper focuses on a school librarian's approaches to reading aloud translingual picturebooks to small groups of elementary students and the underlying language ideologies conveyed during the read-alouds.

Carrie Anne Thomas, The Ohio State University

Exploring Critical Literacy in Middle School ELAR Classrooms

This qualitative dissertation study explored (1) the experiences of two middle school English Language Arts and Reading (ELAR) teachers as they embedded critical literacy into their existing curriculum and (2) the experiences of students as they engaged in the curriculum. Implications include prioritizing dialogue in the classroom, embedding critical literacy throughout the ELAR curriculum, and supporting teachers' study of critical literacy and its praxis through professional development and collaborations.

Marcy Wilburn, University of Texas, San Antonio

Elementary Educator Autonomy and Text Selections for Literacy Instruction

Current educational legislation has put a spotlight on teachers' text selections, however, it is not known how this legislation affects the daily instructional decisions of elementary educators. Through a survey and interviews, the authors of this study sought to understand elementary educators' sense of autonomy with literacy instruction, as well as what influences their text select decisions for read alouds.

Rashanna Tice, University of Texas, San Antonio

Rica Ramirez, University of Texas, San Antonio

2.C History

Chair: Wendy Stephens, Jacksonville State University

The Impact of Historical Notions of Children and Childhood on the Development of Children's Literature Prior to the 18th Century

Historical views of childhood influenced and inhibited development of children's literature. Children were considered small adults. Thus, there was little need for books specifically intended for children. John Locke, John Newbery, and others were at the forefront of changes in ways to think about children and the types of reading materials they required.

Gregory Bryan, University of Manitoba

Exploring the Seeds of U.S. Nonfiction Literature for Children: The Work of 19th Century Publisher Samuel Wood

Historic nonfiction books can illuminate throughlines that inform our understanding of children's nonfiction and its evolution. This study examines the nonfiction of S. Wood, the largest children's publisher in early 19th century New York. Analyzing these books as independent texts and as embedded in the symbiotic stew that was the emerging field of British and American children's literature, we explore the unique contributions of Wood, their presumed author, and renowned illustrator A. Anderson.

Mary Ann Cappiello, Lesley University

Xenia Hadjioannou, Penn State University, Berks Campus

Remembering Nat Turner: History, Myth, and Cultural Flashpoints Surrounding Depictions of the 1831 Southampton 'Rising' within Works for Young Readers

This presentation will focus on how and why the Turner insurrection appears as it does within works written for an audience of young readers. Our central goals will be two: (1) to investigate the ways in which authors have conveyed and framed this content for young readers, and (2) to analyze the implications of the so-called 'culture wars' as they seek to shape the way past events—particularly those incidents proving to be controversial and racially charged—figure within both literature and the K-8 curriculum.

Linda S. Watts, University of Washington, Bothell

2.D Historical Fiction Representing Chinese History

Chair: Amanda Deliman, Utah State University

Examining Character Traits in Historical Fiction Representing Chinese History

This study explores character traits in nine historical fiction books about Chinese history, focusing on how gender and historical context shape character development. Moving beyond typical content analyses focused on Western history and accuracy, this research examines non-Western narratives through both **CANCELLED** research and observations. Using content analysis, the findings reveal that characters from similar historical settings often exhibit common traits, influenced by gender and broader social or historical factors.

Lin Gou, Boise State University

Eun Hye Son, Boise State University

Daibao Guo, Boise State University

Welcome and Keynote - 11:20 am -12:20 pm ET

Welcome

Miriam Martinez

KEYNOTE

The Shifting Landscape of Research in Children's Literature



Kathy Short is a professor in Teaching, Learning and Sociocultural Studies at the University of Arizona whose scholarship and teaching center around children's and adolescent literature in a diverse society. Her specific focus is global literature, dialogue, curriculum as inquiry, and intercultural understanding. She is the director of *Worlds of Words: Center of Global Literacies and Literatures*, which offers resources and programs to build bridges across global cultures through children's literature.

Concurrent Sessions 3 - 12:30-1:30 pm ET

3.A Anti-Colonial Analyses

Chair: Suriati Abas, SUNY, Oneonta

Unveiling Whitewashing: A Critical Adoption Studies Lens on Children's Picturebooks and Global Adoption Policies

The presenters explore how picturebooks reflect metanarratives about adoption and families, particularly in relation to the erasure of adoptees' cultural identities, or whitewashing. The presenters situate this analysis within global adoption policies and practices and practices.

Amy Burke, Texas Woman's University

Melody Zoch, University of North Carolina, Greensboro

Ecospheric Colonization and Colonial Indian Children's Literature: A Reading of Kari the Elephant

This paper analyses Kari the Elephant (1922) by Dhan Gopal Mukerji through an ecological reading of the text. It studies how the text uses various ecological symbolisms to critique colonial violence against the non-human. It looks at colonial Indian children's literature as a political space that has been significant in propounding anti-colonial and imperial agendas, yet has remained understudied.

Pakhi Jain, Jamia Milia Islamia, New Delhi

Pinocchio and the Making of White Italians: Mangiafuoco, Stromboli, and Race-Enforcing Monstrosity

Through analysis of the grossly stereotypical human monstrosity present in the story of Pinocchio, through Carlo Collodi's (1883) Mangiafuoco and Disney's (1940) Stromboli, this paper will focus on how the famous puppet's rebirth symbolizes the eventual making of "White" Italians. The objective of this paper is to illuminate the dire need for continued conversations about race, especially with respect to the creation and maintenance of whiteness, within studies of children's literature.

Katie Sciorba, University of Georgia

3.B Rejecting Single Stories

Chair: Mary-Kate Sableski, University of Dayton

Storybook Snapshots: Unveiling Social Contexts and Histories Through Picture Books

Through a small library grant our urban public college curated a Caribbean collection of Children's and Young Adult literature. Over 400 stories were collected for analysis of theme, setting, and genre. This research explores how identifying Children's and Young Adult literature within a geographical region invites deeper understanding of sociopolitical dimensions and histories informing a contemporary collection. This presentation will share dominant themes serving a teacher preparation program.

Melissa L. García, Lehman College, CUNY

Moving Beyond The Indian in the Cupboard: Integrating Indigenous Children's Literature into Academic Libraries

In the wake of the ongoing work and resistance to integrating principles of DEI into libraries across the country, academic libraries have an opportunity to ensure that their Children's and Young Adult collections incorporate diverse authors and topics, specifically Indigenous authors and titles. This process has not only impacted collection development and acquisitions processes, but also challenged narratives of inclusion, cultural and linguistic diversity, and representation in Children's collections at academic libraries.

Katie Randall, University of Colorado, Boulder

Katerina Allmendinger, University of Colorado, Boulder

Building Elementary Teachers' Comfort and Knowledge for Selecting Children's Literature Depicting Disabilities

Experiences with literature can build readers' empathy toward children with disabilities. However, Teacher Candidates rarely experience this learning. This exploratory mixed-methods design/development study found that Teacher Candidates' (n = 23) self-reported comfort choosing children's literature depicting disability significantly increased following reading this literature.

Catherine Lammert, Texas Tech University

Susannah Weidenhamer, Texas Tech University

3.C “It Was About Making Connections”

Chair: Jackie Arnold, University of Dayton

“It Was About Making Connections”: Early Childhood Teachers as Critical Curators of Diverse Picture Books

This study explores the book selection processes of 24 early childhood teachers. Through thematic analysis of the picture books the teachers chose, along with group conversations and interviews, three curatorial roles emerged: value-driven, data-driven, and student-centered. The study highlights how teachers, as critical curators of diverse picture books, foster discussions on identity, culture, and social justice through intentional book selections.

Mengying Xue, University of Missouri

Maile Newberry-Wortham, University of Missouri

Kassidy Beach, University of Missouri

3.D Tales of Belonging

Chair: Jared Crossley, The Ohio State University

Cultural Reminiscing: Engendering Critical Conversations about Diverse Children’s Literature

As issues of diversity dominate globally, the clarion call for sharing diverse literature with students cannot be ignored. The expanding censorship and banning of books, signals the need for teachers to critically evaluate and select good texts. This session shares research on making connections through critical reading and discussion of diverse texts. As readers, we reach across the aisle to make connections, to scrutinize how ideas shape our experiences and understanding of the world.

Ruth McKoy Lowery, University of North Texas

Jeanne G. Fain, Lipscomb University

Marla R. Goins, University of Nevada, Las Vegas

Maria Aline Soares, author

Cheryl Logan, Ohio State University

Concurrent Sessions 4 - 1:40-2:40 pm ET

4.A Resistance

Chair: Susan Polos, Middle School Librarian at Greenwich Country Day School

The Responsibility of Being Judy: Judy Blume, the Fight Against Book Bans, and the Story of Becoming an Advocate

Judy Blume has long been associated with book bans. She is the face of the movement to defend the right to read. Yet archival materials reveal that her early experiences with bans were marked by isolation and exhaustion. Her relationship with the National Coalition Against Censorship transformed her and the movement. Drawing on research in the Judy Blume papers, housed at Yale University, this session sheds new light on Blume's career and offers strategies for the fight against book bans today.

Jennifer Buehler, Saint Louis University

Creating Spaces for Voice, Choice and Resistance

This presentation explores how a teacher inquiry group at a bilingual school created spaces for sharing, celebrating, and resisting mandated district pressures through engagement with picturebooks focused on immigrant and refugee experiences. The teachers collaborated to explore children's voices, deepen student engagement, and adapt creative strategies to enhance their curriculum, fostering a meaningful community of practice.

Narges Zandi, University of Arizona

Creating and Maintaining Safe Spaces to Cultivate Positive Leisure Reading Dispositions

The policies and practices we implement in our K-12 classrooms can sometimes have unexpected effects on whether students develop and sustain positive attitudes and beliefs about reading. Hear policy suggestions to develop positive leisure reading dispositions in PreK-12 classrooms and in teacher education programs where dispositions must often be rebuilt to build teachers as positive influencers.

Dana Oliver, Southwestern Oklahoma State University

4.B Text Features

Chair: Rebecca Stortz, University of Texas at San Antonio

Scientific Practices and the Peritext: Young Children's Apprenticeships with Nonfiction Children's Picturebooks

This presentation focuses on a content analysis of 45 NSTA award-winning nonfiction children's picturebooks (2012-2020) for young children. Determinations illuminate how the peritext of award-winning nonfiction picturebooks reflect an evolution of nonfiction children's picturebook as a genre as well as how the peritext offers models of foundational scientific practices and ways of thinking for young children.

Tori Golden Hughes, University of Georgia
Jennifer Graff, University of Georgia
Courtney Shimek, University of West Virginia

Salient print features in children's picture books: A qualitative exploration of their multimodal potential

Picturebooks are considered multimodal as an understanding of both illustrations and text are required for comprehension. Contemporary picturebooks increasingly utilize visually captivating print features, often referred to as print salient features (PSF). This qualitative study explored the ways in which 9 preschool teachers utilized multimodal PSF to forward both print- and comprehension-related learning, with significant implications for the use of this genre in classroom settings.

Emmaline Ellis, West Chester University

Reading and Thinking like Historians: Engaging Young Readers in Disciplinary Literacy with Historical Fiction Picturebooks

This study focuses on a multimodal content analysis of six NCSS award-winning historical fiction children's picturebooks for young readers (Grade K-3). Findings suggest historical fiction picturebooks provides young readers with opportunities to analyze images and the interplay between text and image to consider the ways in which images or symbols represent various perspectives and interpretations of the historical event or account.

Tori Golden Hughes, University of Georgia

4.C Inclusive Perspectives on Disability and Neurodivergence

Chair: *Mary Ann Cappiello, Lesley University*

Inclusive Perspectives on Disability and Neurodivergence in Children’s Literature

This session delves into the portrayal of disability and neurodivergence in children’s literature. By analyzing narrative perspectives, power structures, and the representation of historically marginalized readers, we emphasize the need for authentic and inclusive storytelling. The discussion will highlight the transformative potential of literature in shaping empathetic and supportive educational environments for all readers.

Jennifer Slagus, Brock University & University of South Florida

Alex Berglund, Georgia College & State University

Monica Kleekamp, Maryville University

4.D Where’s My Mom

Chair: *Josh Coleman, University of Iowa*

Where’s My Mom: Highlighting the Lack of Representation of Incarcerated Women in Children’s Literature

In this age of banned books and distorted truth of our current sociopolitical issues, it is evermore imperative that children be able to see themselves, see representations of their experiences, and those different from them in children’s books. Sadly, 1.25 million of children will deal with the incarceration of one of their parents each year. This critical content analysis explores the question, how are mother-child relationships represented in children’s literature?

Reka Barton, University of Maryland

Katie Turner, Poetic Justice

Samantha Bhatia, Poetic Justice

Concurrent Sessions 5 - 2:50-3:50 pm ET

Journal Editor Sessions

Rotation 1: 2:50-3:20 pm / Rotation 2: 3:20-3:50

5.A Editor Group 1

Chair: Ling Hao, Illinois State University

Journal of Children's Literature

Craig A. Young

Caitlin Ryan

Jill Hermann-Wilmarth

Laura Jimenez

Research on Diversity in Youth Literature

Sonia Alejandra Rodríguez

Dragon Lode

Liz Thackeray Nelson

Margaret Osgood Opatz

The Reading Teacher

Allison Briceño

Roberta Price Gardener

5.B Editor Group 2

Chair: Katie Scurba, University of Georgia

Children's Literature in Education

Rhonda Brock-Servais

Journal of Literacy Research

Seth Parsons

Bookbird

Chrysogonus Siddha Malilang

5.C Editor Group 3

Chair: Lauren Aimonette Liang, University of Utah

Language Arts

Sandra L. Osorio

Rebecca Woodard

Rick Coppola

William L. Peek, Editorial Assistant

Journal of Adolescent and Adult Literacy

Eric Claravall

Jung Kim

Children and Libraries

Sharon Verbeten

Concurrent Sessions 6 - 4:00-5:00 pm ET

6.A Graphic Novels

Chair: LaNorris Alexander, Ohio State University

Visibly Religious: Multimodal Representations of Interpersonal and Retrospective Religious Tensions in Middle-Grade Graphic Memoirs

Religious identity is an underexplored yet relevant theme in Children's and Young Adult Literature. Publication trends show increasing religious representation, but teachers avoid religious conversations in the classroom, often due to religious illiteracy. Using Critical Religious Theory and Religious Pluralism, this project identifies textual and visual representations of religious tensions in graphic novels and demonstrates how they confront normalized forms of religious intolerance—such as Islamophobia—and foster religious literacy.

Nancy Heiss, University of Georgia

Chinese American Graphic Novels: Promoting Agency for K-8 Grade Students

The aim of this study is using qualitative content analysis to explore what and how agency is represented in Chinese American graphic novels. The theoretical framework employs critical multicultural analysis of children's literature (Botelho & Rudman, 2009) and transactional theory of literacy (Rosenblatt, 1978). Several themes are developed after analyzing key representations. This study also provides several strategies for teaching agency through graphic novels.

Xuejiao Li, Washington State University

"Let's Do Things Differently This Time.": Developing Critical Literacies via Diverse Adolescent Superhero Narratives

The presentation will provide curricular rationales for superhero narratives in classrooms, which include a sampling of graphic novels and comics and accompanying assessments and activities, and practices that place diverse superhero narratives in conversation with nonfiction articles for students to connect ideas that address historical and contemporary examples of such socio-political topics.

Christian Hines, Texas State University

6.B Critical Content Analysis

Chair: Megan Van Deventer, Weber State University

A Diversity of Perspectives: Picturebook Biographies Featuring Latinx People in STEM

There has been a recent emphasis on using nonfiction in elementary, yet while 25% of U.S. children have Latin American heritage it remains difficult to find quality nonfiction featuring Latinx characters, settings, or experiences. In this presentation I use critical content analysis to explore picturebook biographies featuring Latinx people engaged in significant STEM activities and careers.

Janine M. Schall, University of Texas Rio Grande Valley

Food that Connects to Identity, Culture, and Family: Examining Food from Asian American Character's Heritage Culture in Picturebooks

The presentation introduces recently published children's picturebooks that feature food from Asian American characters' heritage culture and discusses the connections the characters make between food and their Asian identity, culture, and families.

Jongsun Wee, Pacific University

From 'Stolen Words' to Empowered Voices: Critical Content Analysis as a Tool for Authentic Indigenous Representation in Picture Books

Representations of Indigeneity within the elementary curriculum remain underdeveloped and inadequate. This session explores the importance of accurate representations of Indigenous Peoples in picture books through critical content analysis. Attendees will leave with concrete, actionable steps and a heuristic for picture book analysis to develop culturally sustainable practices in the classroom.

Rachel LaMear, University of Missouri

6.C Reading the Rainbow

Chair: Adam Crawley, University of Colorado, Boulder

Reading the Rainbow: Exploring Themes and Identities in LGBTQIA+ Picture Books

This presentation will share an analysis of over 275 picture books featuring LGBTQIA+ identities, providing evidence that the depiction of queerness in children's literature is complex and varied. Tools for defining narrative themes and LGBTQIA+ identities will be shared as well as data on queer characters with intersecting identities. By exploring the nuances of LGBTQIA+ representation in picture books, attendees will gain a better understanding of novel research inquiries into representation.

Amanda Melilli, University of Nevada, Las Vegas

Alicia G. Vaandering, University of Rhode Island

James W. Rosenzweig, Eastern Washington University

6.D Cultural Reminiscing

Chair: Marla Robertson, Utah State University

Tales of Belonging: Analyzing Naming Picturebooks With Cultural Insiders To Foster Identity Development In Children

The panel discussion focuses on a content analysis of four culturally diverse naming picturebooks using a unique methodological approach involving cultural insiders. Attendees will improve their own naming practices and be exposed to transparent analysis processes. This experience will help participants evaluate other naming picturebooks through a literature analysis tool. The tool will be shared along with pedagogical applications for using naming picturebooks in classrooms and homes.

Sally Brown, Georgia Southern University

Yang Wang, University of South Carolina

Shiyang (CoCo) Li, student

Closing and Social Time - 5:00-5:30 pm ET

Concurrent Sessions 6 - 4:00-5:00 pm ET

19



The Children's Literature Assembly of NCTE

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