In this presentation, I will present data from a nested case study examining how ideologies of language, race, and (dis)ability are materialized in and through everyday classroom talk. I argue that received social categories are often imposed, inscribed, and reified as students of color are positioned as particular kinds of learners and particular kinds of people. At the same time, I recognize the ways that students and teachers use languaging to negotiate, contest, and disrupt these identity categories as they interact within the context of literacy learning.