Literacy Development: Need Identification and Intervention. Paper details Students are often marginalized because of their behaviour, their lack of social skills, or their inability to communicate both orally or in written format. For whatever reason, they find themselves falling further and further behind in their school work. There are many manifestations of marginalized behaviour such as isolationism, anger, frustration, disruption, and lack of interest to name a few. The following case study describes a young student that is struggling to maintain acceptable grades within the classroom. After you have read the case study, Describe how you would approach a process of remediation and learning with Tad using a theme-based work or pieces of work and the six language arts. Justify why you chose the story/book/work and explain the strategies that you would utilize based on the behaviours/qualities/characteristics that you are focusing on with Tad. Your strategies should be related to the Program of Studies and the 6 language arts. When you create or use a strategy, mention the language art you are using. All 6 language arts must be included in the steps of your assisting plan somewhere. Indicate like this: e.g. Ask students to look at the map of the school (viewing) and then tell me how many exits there are (speaking). Your steps of instruction should be detailed and should follow the format of the preparation section of the Assisting Plan ( complete only questions 1-9 and items10 and 11 on the template). A copy of the template to be used has been attached. Case Study: TAD, Grade 2 Even when teachers do an effective job of teaching a concept to students, some students will not respond to instruction. You have been asked to work with Tad in the classroom to improve his Language Arts skills. He is non-responsive during testing so there is not a valid battery of test results regarding Tad's progress in school. Tad is in Grade 2 and had displayed no interest in improving his limited reading skills. He reads pre primers when given the opportunity to choose his own library books. He enjoys looking at the pictures but most often, does not even attempt to read the books he chooses. In fact, he does not even appear to be listening to the stories being read to the class during reading appreciation. When he is supposed to be reading at his desk, he is often drawing elaborate and intricate depictions of dragons. He does not freely respond to questions being asked of him or the class regarding the content in his lessons. When pressed to answer, he often responds incorrectly or inappropriately. His family is not a resource for him in his learning and does not help him with any of his assignments that are sent home with him to complete. His parents both work long hours and Tad spends the majority of his time at home alone in his room. His grandmother lives with the family and looks after Tad after school and on weekends. Because Tad is such a solitary child, he has never established any friendships at school or in his neighbourhood. He doesn't often speak to anyone all day. His family has never taken a holiday together and Tad has never been out of the city in which he was born. Tad is small for his age and doesn't participate in sporting activities during gym class or on the playground. He has shown an interest in ping pong but there are no ping pong tables at school. The language arts are listening, speaking, reading, writing, viewing, and representing. Listening is important in our everyday lives. It is a critical component for the advancement of learning and thinking. A child’s first contact with language is as a baby through listening. Through childhood and school years, the ability to listen for information is a critical element of learning and thinking. Speaking, along with listening, is critical to the development of learning and thinking. The development of language through speaking begins when a child learns to talk. The development of learning and thinking continues through the school years as the student speaks about what he or she is learning. Reading is a complex dynamic process that involves bringing meaning to texts and taking meaning from the printed word. It is a total integrative process that requires the skills of word recognition, vocabulary, and comprehension. Writing is also a complex and dynamic process beginning with the encoding of sounds into written symbols and moving on to self-expression. Viewing allows students to get information from a variety of visual media. It is considered to be an important part of literacy. Visually representing enables students to communicate information and ideas through a variety of media.