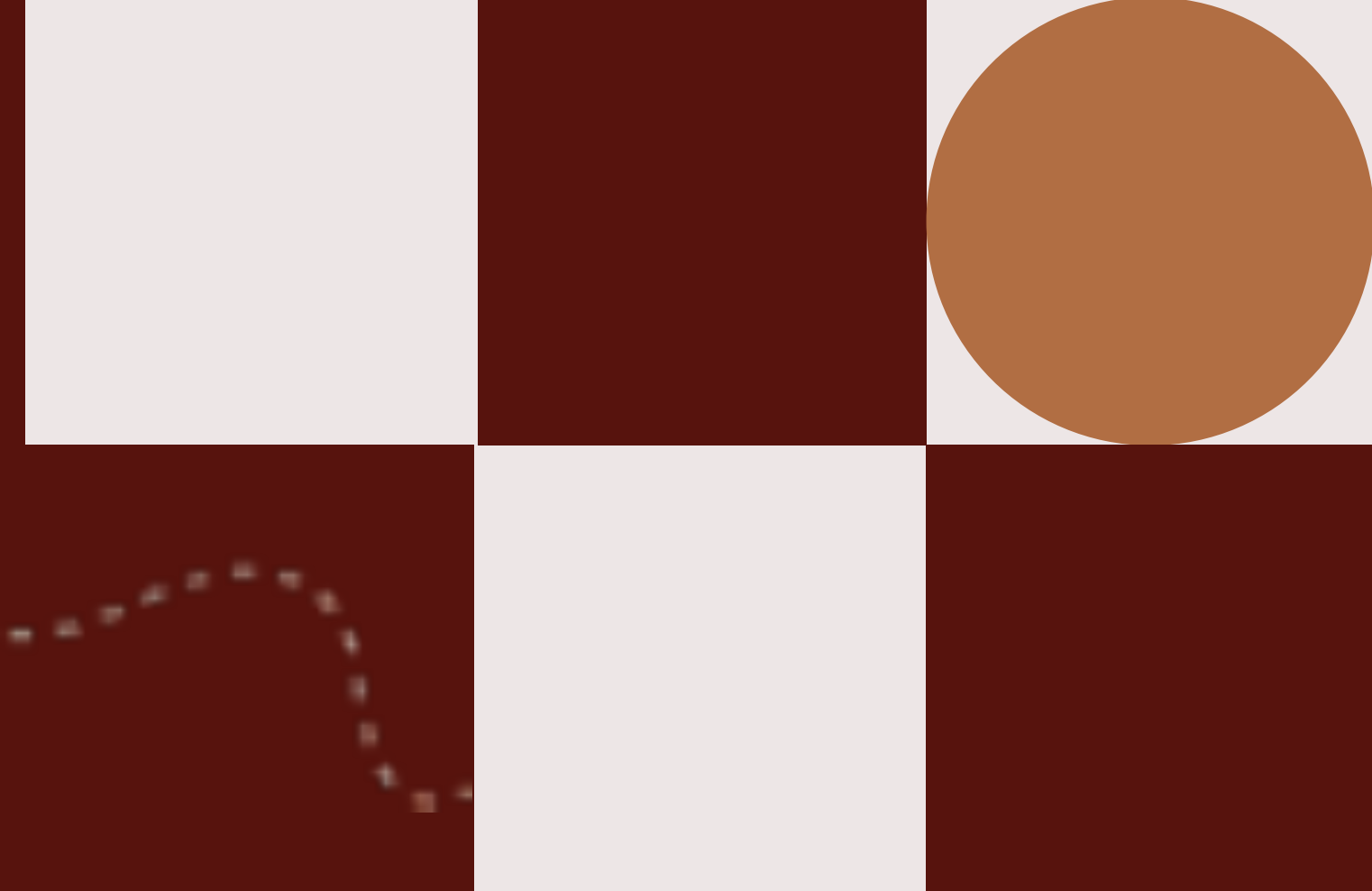


Strengthening Student Writing Using the ARMS Strategy

Revising Strategies That Work for All Learners



Objectives

Understanding the ARMS strategy is essential for effective student writing improvement.

Classroom strategies will help struggling learners enhance their writing skills significantly.

Practicing integration of ARMS fosters confidence and promotes resource sharing among educators.





Over 70% of students struggle with revision techniques in writing.

Scaffolded tools are essential for guiding effective revision practices.



Introducing ARMS

ARMS helps students **improve their writing** by providing clear revision strategies.

The process encourages **active engagement** and thoughtful decision-making in writing.

Visual mnemonics, like arms flexing, make remembering strategies easier and more fun.



Why ARMS

ARMS provides **clear steps** that guide students through the revision process effectively.

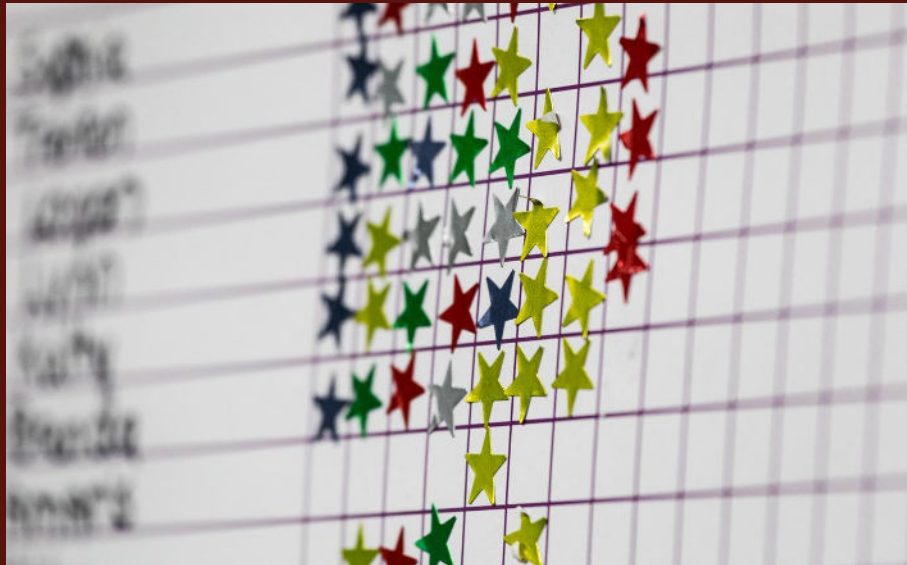
Using ARMS builds **confidence** in students as they see their writing improve over time.

This strategy supports **executive functioning** by helping students organize and manage their revisions.



Classroom Applications

Effective strategies enhance writing skills in students.



Anchor Charts

Visual aids help students grasp revision concepts easily.



Color-Coding

Using colors can highlight key revisions in student work.



Small Group Modeling

Guided practice fosters collaboration and deeper understanding.

Differentiation Strategies

Effective approaches to enhance student engagement and success.



Sentence Frames

Sentence frames provide structure, helping students articulate their thoughts more clearly and effectively.



Movement Activities

Incorporating movement fosters engagement and helps students stay focused during lessons, enhancing learning retention.



Audio/Visual Feedback

Utilizing audio/visual feedback enhances understanding and encourages students to reflect on their work for improvement.

Practice Activity

Here is a student paragraph.

- Use the ARMS strategy to identify opportunities to revise the paragraph.
- How would you scaffold this task with students?

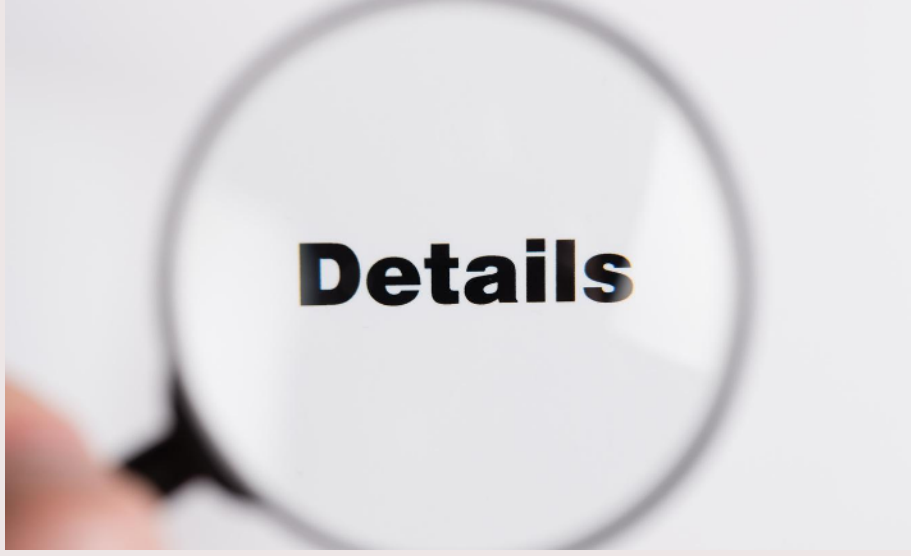
Sample Paragraph: Narrative Writing

Yesterday was fun. Me and my friend went to the park. It was sunny. We played for a long time. Then we went home. Late food. The end.

Strategy	What to Look For	Checklist	 Color
 A – Add	- More details or examples - Descriptive words - Transitions or clarifications	☐ I added at least 2 new details. ☐ I added a transition or descriptive word.	Green
 R – Remove	- Repeated words or ideas - Off-topic sentences - Unnecessary filler words	☐ I removed 2–3 unnecessary or repeated words. ☐ I deleted anything that didn't belong.	Red or orange
 M – Move	- Sentences that are out of order - Ideas that would make more sense elsewhere	☐ I moved at least one sentence to improve flow. ☐ I checked that my ideas are in a logical order.	Blue
 S – Substitute	- Weak or vague word - Overused words - Boring verbs or adjectives	☐ I replaced 2 weak words with stronger ones. ☐ I used a thesaurus or brainstormed better word choices.	Yellow

REVISION OPPORTUNITIES

Did you come up with similar ideas?

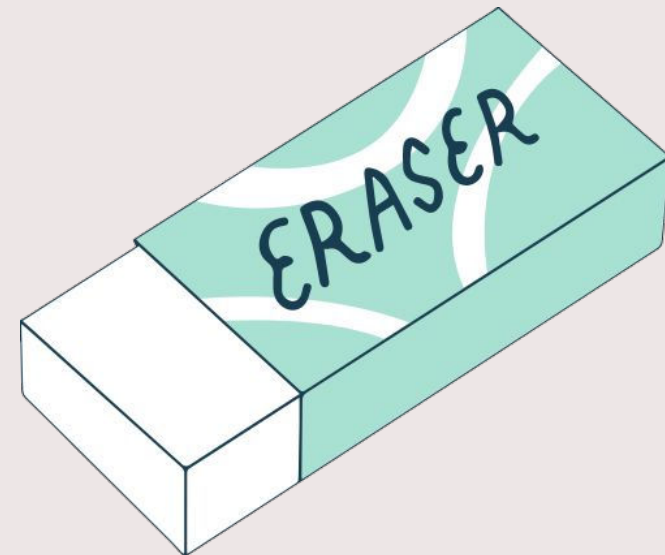


Details

A = ADD

Vivid sensory details

- What games?
- What food?



R = Remove

Redundant phrases

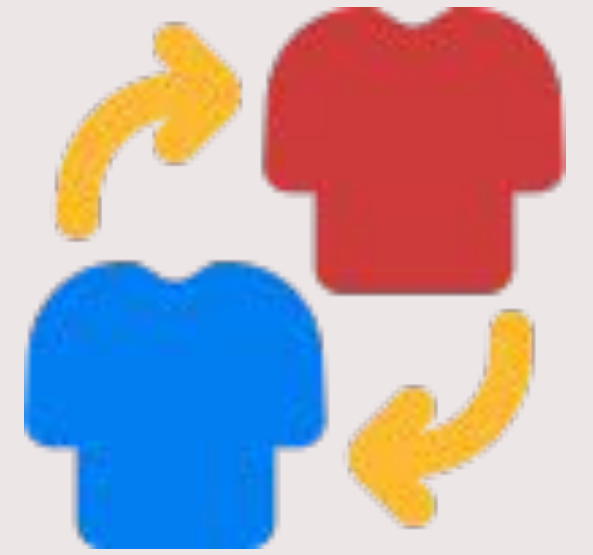
- played for a long time
is vague



M = Move

Rearrange sentences to
improve flow

- combine “It was sunny”
with the first sentence.



S = Substitute

Substitute weak words with
stronger ones.

- ran instead of played
- devoured instead of ate

Using the Checklist

Strategy	What to Look For	Checklist	 Color
 A – Add	- More details or examples - Descriptive words - Transitions or clarifications	☐ I added at least 2 new details. ☐ I added a transition or descriptive word.	Green
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Original paragraph

Yesterday was fun. Me and my friend went to the park. It was sunny. We played for a long time. Then we went home. I ate food.

The end

Notes to the student:

- Add what you played and what you ate.
- Substitute the words fun, played and ate for more interesting words.

How would you help this student revise an informative paragraph?

Strategy	What to Look For	Checklist	 Color
 A – Add	- More details or examples - Descriptive words - Transitions or clarifications	☐ I added at least 2 new details. ☐ I added a transition or descriptive word.	Green
 R – Remove	- Repeated words or ideas - Off-topic sentences - Unnecessary filler words	☐ I removed 2–3 unnecessary or repeated words. ☐ I deleted anything that didn't belong.	Red or orange
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Sample Paragraph 2: Informative Writing

Dogs are animals. They bark and run. Dogs are good pets because they are nice. You can walk them. Dogs are different kinds and colors.

Using Checklist

Strategy	What to Look For	Checklist	 Color
 A – Add	- More details or examples - Descriptive words - Transitions or clarifications	☐ I added at least 2 new details. ☐ I added a transition or descriptive word.	Green
 R – Remove	- Repeated words or ideas - Off-topic sentences - Unnecessary filler words	☐ I removed 2–3 unnecessary or repeated words. ☐ I deleted anything that didn't belong.	Red or orange
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 S – Substitute	- Weak or vague word - Overused words - Boring verbs or adjectives	☐ I replaced 2 weak words with stronger ones. ☐ I used a thesaurus or brainstormed better word choices.	Yellow

Sample Paragraph 2: Informative Writing

Dogs are animals. They bark and run. Dogs are good pets because they are nice. You can walk them. Dogs are different kinds and colors.

Notes to student:

Add what they bark at. Add some of the breeds of dogs and describe them. Substitute words like nice with loyal or

Recap of the ARMS strategy -

- Teach the difference between revision and editing.
- Break down each step when introducing this strategy.
- Utilize the checklist with students.
- Play games to reinforce each step.

