Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_

Period: \_\_\_\_\_\_\_ *Personal Narrative*

**Rainbow Revision Scavenger Hunt**

**Directions:** Follow the directions for each color, marking your essay appropriately. After marking in your colors, follow the revision directions in each color section, by altering your essay for each category.

**Red: Find all of your *verbs* (action and state of being words) and underline them in red.**

**What is it?**

A **verb** is a word that shows an *action* (something happening) *or state of being* (something existing).

**Verb tense** is the form of the verb that shows time. A verb tense tells the reader if the action is *past, present,* and *future***,** and also shows whether the action is still going on or is complete. If you have complete sentences, there will be *at least one verb* in every single sentence.

**Weak verbs** are action words that are not very clear. Including them makes your writing sound very simple and basic. Including stronger verbs helps to make your writing more interesting and more easily understood.

**Revision:** Make all your verbs the same tense.

Pick the verb tense you will use for the whole essay (past tense or present tense).

Switch all of your verbs so they fit in that tense.

When you are finished, the whole essay will either talk about something that already happened in, or it will talk as though the character is still doing that action.

**Past Verbs**

Was/Were Went Did

Made Ran Jumped

Swam Escaped Had

**Present Verbs**

Is/ Are Goes Do

Make Run Jump

Swim Escape Has

**Revision:** Change any weak verbs to stronger ones.

**Weak Verbs**

Am, is, are, was, were, do, does, did, have, has, had, get, got, go, went, make, made, take, took, say, says, think, thought, tell, told, show, showed, put, leave, left, know, knew, see, saw

**Strong Verbs**

Remain, stay, stand, exist, perform, attempt, possess, need, require, become, embrace, receive, travel, journey, struggled, created, remove, seize, exclaim, shout, whimper, state, consider, ponder, wonder, demonstrate, understand, comprehend, realize, view, observe, glimpse

**Orange: Find the subject of your sentences. Underline each one in orange.**

**What is it?**

The **subject** of a sentence tells you who or what the sentence is about. The **verb** tells you what the subject is doing or being. Subjects can be *nouns* (person, place, thing, idea, feeling) or *pronouns* (fillers for nouns like *it, they, she, he, us*). If you have complete sentences, there will be *at least one subject* in every single sentence.

In a sentence, it’s important that the subject and the verb match. This is called **subject-verb agreement.** You want the *action* and *the thing doing the action* to match.

**Revision:** Switch any subject-verb combinations that do not make sense together.

In the following examples, (the subject is bolded and the verb underlined): 

**Correct**

My **dog** always growls at the postal carrier.

**Basketballs** roll across the floor.

**I** don’t understand the assignment.

These**clothes**are too small for me.

**Incorrect**

My **dog** always growl at the postal carrier.

**Basketballs** rolls across the floor.

**I** don’t understands the assignment.

These **clothes** is too small for me.

**Yellow: Underline all of your adjectives (describing words) in yellow**

**What is it?**

An adjective is a word that describes a noun (a person, place, thing, idea or feeling). Adjectives can help your reader understand how something feels, taste, looks, sounds, or acts.

**Revision:** Switch you any weak adjectives to be stronger and more descriptive.

**Weak Adjectives**

Big, Good, Nice, Happy, Small, Hot, Very, A Lot

**Strong Adjectives**

Gigantic, Enormous, Phenomenal, Wonderful, Ecstatic, Overjoyed, Miniscule, Microscopic, Arid, Sweltering, Incredibly, Extremely, Plenty

**Green: Circle punctuation where they appear**.

**What is it?**

Use **commas** to show where a reader should take a break. Commas separate items in a list, or ideas in a sentence.

Use an **apostroph**e for a possessive noun (one that another noun *belongs* to).

Use a **semicolon** instead of a conjunction to separate two complete thoughts

Use a **colon** before a list or a series.

Use **quotation marks** to show dialogue (what someone is saying)

Use a **period** to end a sentence. Use a **question mark** to end a question.

*See your reference table for more specific examples for each mark of punctuation.*

**Revision:** Put the punctuation in if it’s missing. Take the punctuation out if you don’t need it.

**Blue: Underline capital letters and ~~s~~lash through capitals that shouldn’t be there, using blue.**

**What is it?**

Capitalize the **first word** in a sentence. *Ex:* ***M****y teacher is kind.*

Capitalize the pronoun **I**. *Ex: After finishing my homework,* ***I*** *was tired.*

Capitalize **proper nouns** (the names of specific people, places, and things). *Ex:*  ***Mrs. Heffler*** is from **N**ew **Y**ork.

Capitalize the **days** of the week and the **months** of the year. *Ex: I can’t wait for the last* ***F****riday in* ***O****ctober.*

Capitalize official **titles** or **positions** in a person’s name. *Ex: My teacher, Mrs. Heffler, sometimes talks to Ms. Schoepflin*

Capitalize holidays, festivals, and special events. *Ex:* ***S****t.* ***P****atrick’s* ***D****ay is my favorite holiday.*

**Revision:** Capitalize any necessary words that you might have missed. Change any unnecessary capital letters to lowercase ones.

**Purple: Highlight every time you use the words this, that, it, he, or they.**

**Revision:** Read the sentence over completely. Determine if the sentence makes sense with *this, that, it, he, or they.*  If the sentence could be clearer by filling in the *this, that, it, he, or they* with the actual word, fill in the sentence with what *this, that, it, he, or they* took the place of.