

Name (First and Last): \_\_\_\_\_

### House of the Scorpion Chapters 1-5

**Select the definition that most nearly defines the given word:**

1. covey
  - a. showing a decline or deterioration of mental functioning as a result of old age
  - b. a small group, as of persons
  - c. clothed; dressed; covered
2. clad
  - a. clothed; dressed; covered
  - b. corrupt; disgrace; dishonor
  - c. expressing strong displeasure at something considered unjust; angry
3. tormentors
  - a. disloyally; deceitfully; in a hateful manner
  - b. not altered; remaining uninjured
  - c. persons who cause misery or pain on another
4. senile
  - a. stockpiles; reserves; stores
  - b. in a hopeless, unhappy manner; cheerlessly
  - c. showing a decline or deterioration of mental functioning as a result of old age
5. intruder
  - a. meddler; interrupter; snooper
  - b. considered; studied; thought-about
  - c. a mazelike place where one may easily become lost
6. disconsolately
  - a. in a hopeless, unhappy manner; cheerlessly
  - b. stockpiles; reserves; stores
  - c. considered; studied; thought-about
7. indignant
  - a. of ample size or fullness; big
  - b. a cell, cell product, or organism that is genetically identical to the unit or individual from which it was derived
  - c. expressing strong displeasure at something considered unjust; angry
8. contemplated
  - a. a cell, cell product, or organism that is genetically identical to the unit or individual from which it was derived
  - b. entertaining by distracting the attention from worrisome thoughts
  - c. considered; studied; thought-about

9. taut
- tightly drawn or tense
  - a small group, as of persons
  - entertaining by distracting the attention from worrisome thoughts
10. caches
- stockpiles; reserves; stores
  - a mazelike place where one may easily become lost
  - a small group, as of persons
11. defile
- a mazelike place where one may easily become lost
  - distress; tension; nervousness
  - corrupt; disgrace; dishonor
12. diverting
- entertaining by distracting the attention from worrisome thoughts
  - of ample size or fullness; big
  - considered; studied; thought-about

**Write in the letter that corresponds with each definition:**

- |          |   |                  |
|----------|---|------------------|
| _____ 1  | tightly drawn or tense  | A. defile        |
| _____ 2  | corrupt; disgrace; dishonor   | B. warren        |
| _____ 3  | clothed; dressed; covered   | C. voluminous    |
| _____ 4  | showing a deterioration of mental functioning as a result of old age  | D. taut          |
| _____ 5  | a small group, as of persons  | E. caches        |
| _____ 6  | considered; studied; thought-about  | F. clone         |
| _____ 7  | a mazelike place where one may easily become lost   | G. covey         |
| _____ 8  | a cell, cell product, or organism that is genetically identical to the unit or individual from which it was derived | H. contemplated  |
| _____ 9  | meddler; interrupter; snooper   | I. senile        |
| _____ 10 | distress; tension; nervousness  | J. intruder      |
| _____ 11 | stockpiles; reserves; stores  | K. clad          |
| _____ 12 | of ample size or fullness; big  | L. consternation |

**Write a sentence with each of the following words. Make sure that your sentence shows your understanding of the word. Do NOT Change the form of the word.**

voluminous

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taut

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clone

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contemplated

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senile

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	Criteria			
	1	2	3	4
Topic Sentence / Main Idea	Student communicates and expresses main idea with limited effectiveness. Topic sentence (Introduction) is unclear and very weak.	Student communicates and expresses main idea with some effectiveness. Topic sentence (Introduction) is somehow clear and effective.	Student communicates and expresses main idea with considerable effectiveness. Topic sentence (Introduction) is clear and effective.	Student communicates and expresses main idea with a high degree of effectiveness. Topic sentence (Introduction) is very strong and very effective.
Supporting Detail Sentences (3 Body Sentences)	Supporting details (with evidence, examples, and descriptions) are unclear, not relevant to the text, and not related to the main idea. Student demonstrated limited understanding.	Supporting details (ex. evidence, examples, descriptions) are somehow clear, sometimes relevant to text, and sometimes related to the main idea. Student demonstrated some understanding.	Supporting details (ex. evidence, examples, descriptions) are effective, mostly relevant to text, complex, and are related to the main idea. Student demonstrated considerable understanding.	Supporting details (ex. evidence, examples, descriptions) are consistently specific, relevant to text, complex, often insightful, and closely related to the main idea. Student demonstrated thorough understanding.
Conclusion / Closing Sentence	Closing sentence is very weak, unclear and incorrectly placed, and is not restated in the topic sentence and the main idea and is unsuccessful in resolving /summarizing text. Student demonstrated limited understanding.	Closing sentence is unclear and incorrectly placed, and is somehow restated in the topic sentence and the main idea, and is somehow successful in resolving /summarizing text. Student demonstrated some understanding.	Closing sentence is strong, clearly restated in the topic sentence and the main idea, and is sometimes successful in resolving/summarizing text. Student demonstrated considerable understanding.	Closing sentence is very strong, very clearly restated in the topic sentence and the main idea, and is successful in resolving / summarizing text. Student demonstrated thorough understanding.
Transitions	Transitions are used to show the development from one idea to the next paragraphing with limited effectiveness.	Transitions are used to show the development from one idea to the next paragraphing with some effectiveness.	Transitions are used to show the development from one idea to the next paragraphing with considerable effectiveness.	Transitions are used to show the development from one idea to the next paragraphing with a high degree of effectiveness.
<b>Use of conventions</b> : (grammar, spelling, punctuation, and terminology)	Uses conventions, vocabulary, and terminology of the discipline with limited effectiveness [major spelling/grammar errors ( 3 and more errors)]	Uses conventions, vocabulary, and terminology of the discipline with some effectiveness [some spelling/grammar errors (2 errors)]	Uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness [few spelling/grammar errors (1 error)]	Uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness (no spelling/grammar errors)

[illegible]

**Short Answer:**

1. What did Celia give María, requesting she give it to her dada?

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2. How did the doctor react to Rosa's plea to take her with him and become his housekeeper?

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3. Where did Steven, Emilia, and María decide to carry Matt in order to care for his injured feet?

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4. What did Lisa, a senior technician, prevent Eduardo from doing to the newborn child?

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5. Why didn't Steven's father allow Matt to remain in his house?

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6. Why couldn't Matt simply go outside and play with the children?

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7. Where did Celia go to work each day?

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8. What caused Matt to smash out a window and then leap outside onto broken glass?

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9. List two people who stopped by Matt's window and promised to help set him free.

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10. Who secretly brought Matt food after learning that Rosa hadn't given him any?

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