

Grade 8

The following sample questions are from a vocabulary section that was part of the 2011 eighth-grade reading assessment. This section included a short passage entitled, "Mint Snowball," a first-person narrative expressing nostalgia for less modern times. The section included six vocabulary questions about the passage, two of which are presented here.

On page 1, the author says that mint syrup **permeated** the shaved ice. This means that the mint syrup

- A caused the shaved ice to melt slightly
- B formed the shaved ice into clumps
- C spread all the way through the shaved ice
- D made the shaved ice taste better

► **51%** of eighth-graders used their knowledge of the word "**permeated**" to select the correct interpretation.

Mint Snowball

by Naomi Shihab Nye



My great-grandfather on my mother's side ran a drugstore in a small town in central Illinois. He sold pills and rubbing alcohol from behind the big cash register and creamy ice cream from the soda fountain. My mother remembers the counter's long polished sweep, its shining face. She twirled on the stools. Dreamy fans. Wide summer afternoons. Clink of nickels in anybody's hand. He sold milkshakes, cherry cokes, old fashioned sandwiches. What did an old fashioned sandwich look like? Dark wooden shelves. Silver spigots on chocolate dispensers.

My great-grandfather had one specialty: a Mint Snowball which he invented. Some people drove all the way in from Decatur just to taste it. First he stirred fresh mint leaves with sugar and secret ingredients in a small pot on the stove for a very long time. He concocted a flamboyant elixir of mint. Its scent clung to his fingers even after he washed his hands. Then he shaved ice into tiny particles and served it mounted in a glass dish. Permeated with mint syrup. Scoops of rich vanilla ice cream to each side. My mother took a bite of minty ice and ice cream mixed together. The Mint Snowball tasted like winter. She closed her eyes to see the Swiss village my great-grandfather's parents came from. Snow frosting the roofs. Glistening, dangling spokes of ice.

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Before my great-grandfather died, he sold the recipe for the mint syrup to someone in town for one hundred dollars. This hurt my grandfather's feelings. My grandfather thought he should have inherited it to carry on the tradition. As far as the family knew, the person who bought the recipe never used it. At least not in public. My mother had watched my great-grandfather make the syrup so often she thought she could replicate it. But what did he have in those little unmarked bottles? She experimented. Once she came close. She wrote down what she did. Now she has lost the paper.

Perhaps the clue to my entire personality connects to the lost Mint Snowball. I have always felt out-of-step with my environment, disjointed in the modern world. The crisp flush of cities makes me weep. Strip centers, poodle grooming, and take-out Thai. I am angry over lost department stores, wistful for something I have never tasted or seen.

Although I know how to do everything one needs to know—change airplanes, find my exit off the interstate, charge gas, send a fax—there is something missing. Perhaps the stoop of my great-grandfather over the pan, the slow patient swish of his spoon. The spin of my mother on the high stool with her whole life in front of her, something fine and fragrant still to happen. When I breathe a handful of mint, even pathetic sprigs from my sunbaked Texas earth, I close my eyes. Little chips of ice on the tongue, their cool slide down. Can we follow the long river of the word "refreshment" back to its spring? Is there another land for me? Can I find any lasting solace in the color green?

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On page 2, the author says that her mother "thought she could **replicate**" the great grandfather's mint syrup. This means the author's mother thought she could

- A buy back the mint syrup recipe
- B make mint syrup that tasted like his
- C remember how the mint syrup tasted
- D make a better mint syrup than his

► **89%** of eighth-grade students used their knowledge of the word "**replicate**" to select the correct interpretation.

Incorrect selections

- **Option A**, chosen by 18 percent of eighth-graders, is a misinterpretation of the context in which the word occurs.
- **Option B**, chosen by 6 percent of eighth-graders, is also a misinterpretation.
- **Option D**, chosen by 24 percent of eighth-graders, presents correct information from the passage, but is not the meaning of the word.

Incorrect selections

- **Option A**, chosen by 2 percent of eighth-graders, is a misinterpretation of the context in which the word occurs.
- **Option C**, chosen by 7 percent of eighth-graders, presents correct information related to the theme of the passage, but is not the meaning of the word.
- **Option D**, chosen by 2 percent of eighth-graders, presents a misinterpretation of the part of the passage where the word appears.