



<p><b>Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</b></p>	
<p><b>Target 12: ANALYSIS WITHIN OR ACROSS TEXTS</b> Describe information within or across texts (e.g., events, ideas, concepts, procedures, sequence or cause/effect) or distinguish the author's point of view.</p>	
<p><b>Clarifications</b></p>	<p>Item will focus on the analysis of information or author's point of view within one text <b>or</b> between two texts.</p> <p>All items should require students to cite specific textual evidence to support conclusions drawn from the text(s).</p>
<p><b>Standards</b></p>	<p><b>RI-1</b> Ask and <u>answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</u></p> <p><b>RI-3</b> <u>Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</u></p> <p><b>RI-6</b> <u>Distinguish their own point of view from that of the author of a text.</u></p> <p><b>NOTE:</b> <u>Underlined content</u> (from related CC standards) shows what each assessment target could assess.</p>
<p><b>Depth of Knowledge (DOK)</b></p>	<p>DOK 3, DOK 4</p>
<p><b>Stimuli/Passages</b></p>	<p>Each text must include explicitly and implicitly stated details that can be used to make comparisons within one text or to other texts.</p> <p>Refer to Smarter Balanced Assessment Consortium: English Language Arts &amp; Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on informational text types.</p>
<p><b>Dual-Text Stimuli</b></p>	<p>When a dual-text set contains one literary and one informational text, the informational text (text #1) is the primary focus, and the set of items must include items from the informational stimulus as well as items written across both texts. The literary text (text #2) <b>must only</b> be used as a background piece for informational text, and no items can be written for <b>only</b> the literary text. If both texts are informational, items may be written to either or both texts. All dual-text stimuli sets should contain between 25-40% items written across both texts.</p> <p>When developing items from a dual-text set, Task Model 5 (short text constructed response-WR) should be written using the <u>Appropriate Stems for Dual-Text Stimuli</u> only to ensure students will have the opportunity to respond in writing to information from both texts. Between 25-40% of all other items written in the dual-text set should be written across both texts.</p>



	The title of each text should be included in the stem when more than one text is used. Dual-text is considered long text.
<b>Accessibility</b>	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
<b>Evidence Required</b>	<ol style="list-style-type: none"> <li>1. The student will describe information (e.g., events, ideas, concepts, procedures, sequence or cause/effect) within a text.</li> <li>2. The student will distinguish the author’s point of view within a text.</li> <li>3. The student will describe information (e.g., events, ideas, concepts, procedures, sequence or cause/effect) across two texts.</li> <li>4. The student will distinguish the author’s point of view across two texts.</li> </ol>
<b>Allowable Item Types</b>	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS); Evidence-based Select Response, two-part multiple choice response (EBSR); Hot Text, select text (ST)

<b>Task Models</b>	
<p><b>Task Model 1</b></p> <p><b>Item Type: Multiple Choice, single correct response (MC)</b></p> <p><b>DOK: 3, 4</b></p>	<p><b>Task Description:</b></p> <p>The <b>item stem</b> will pose a question that requires the student to analyze the interaction of information within a text or across two texts OR how information within a text or across two texts reveals the author’s point of view. If the texts are long and/or dense, the stem will include the sentence(s) in which the analysis or relationship will be found.</p> <p>The <b>answer choices</b> will present four options of similar structure. The correct answer will be a clearly discernible and correct statement that analyzes information or reveals the author’s point of view within a text or between two texts. The <b>distractors</b> will be statements that may be plausible to students who 1) misinterpret the relationship or author’s point of view within a single text or between texts, 2) form erroneous conclusions about one text or the other, or 3) use faulty reasoning when specifying a relationship or comparison.</p> <p><b>Distractors</b> will reflect common student errors.</p> <p><b>Rationales</b> should state the justification for the type of plausible distractor.</p> <p><b>Target Evidence Statements:</b></p> <ol style="list-style-type: none"> <li>1. The student will describe information (e.g., events, ideas, concepts, procedures, sequence or cause/effect) within a text.</li> <li>2. The student will distinguish the author’s point of view within a text.</li> <li>3. The student will describe information (e.g., events, ideas, concepts, procedures, sequence or cause/effect) across two texts.</li> <li>4. The student will distinguish the author’s point of view across two texts.</li> </ol> <p><b>Appropriate Stems :</b></p> <ul style="list-style-type: none"> <li>• How does the author’s use of [provide events/ideas/sequence/cause/effect/etc.] add to the building of information in the passage?</li> <li>• How do [provide events/ideas/sequence/cause/effect/ etc.] build in the passage?</li> <li>• What do(es) [provide events/ideas/sequence/cause/effect/etc.] show about [the development/provide idea/content]?</li> <li>• How do(es) the [provide events/ideas/sequence/cause/effect/etc.] change the passage?</li> <li>• Read the [sentence(s)/paragraph(s)]. [excerpt from text] How does the [sentence(s)/paragraph(s)] add to the building of information in the passage?</li> <li>• What does the information in the [first paragraph/introduction] of the passage tell the reader about the author’s point of view?</li> <li>• Read the [sentence(s)/paragraph(s)]. [excerpt from text] What does the information in the passage tell the reader about the author’s point of view?</li> </ul>

	<p><b>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</b></p> <ul style="list-style-type: none"> <li>• Which sentence <b>best</b> describes how [provide events/ideas/sequence/cause/effect/etc.] is [similar/different] in <b>both</b> passages?</li> <li>• Read the [sentence/paragraph] from [title text #2]. [excerpt from text] How does that information help the reader understand [provide events/ideas/sequence/cause/effect/etc.] in [title text #1]?</li> <li>• How do the authors of <b>both</b> passages build the relationships between [provide events/ideas/sequence/cause/effect/etc.]?</li> <li>• Read the [sentence/paragraph] from [title text #2]. [excerpt from text] How does that information help the reader understand [provide events/ideas/sequence/cause/effect/etc.] in [title text #1]?</li> <li>• Which sentence <b>best</b> describes how [provide events/ideas/sequence/cause/effect/etc.] in <b>both</b> [insert names of texts] are similar?</li> <li>• Which sentence <b>best</b> describes how [provide events/ideas/sequence/cause/effect/etc.] in [title text #1] differ from [provide events/ideas/sequence/cause/effect/etc.] in [title text #2]?</li> <li>• Both authors include information about [provide events/ideas/sequence/cause/effect/etc.]. What do(es) the difference(s) between the information in the two passages tell the reader about [author(s) name(s)]'s point(s) of view?</li> <li>• How is [author's name]'s point of view in [title text #1] different than [author's name]'s point of view in [title text #2]?</li> <li>• How is the author's point of view in [title text #1] the same as the author's point of view in [title text #2]?</li> </ul> <p><b>Scoring Rules:</b> Correct response: 1 point; Incorrect response: 0 points</p>
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<b>Task Models</b>	
<p><b>Task Model 2</b></p> <p><b>Item Type: Multiple Choice, multiple correct response (MS)</b></p> <p><b>DOK: 3, 4</b></p>	<p><b>Task Description:</b></p> <p>The <b>item stem</b> will pose a question that requires the student to analyze the interaction of information within a text or across two texts OR how information within a text or across two texts reveals the author’s point of view. If the texts are long and/or dense, the stem will include the sentence(s) in which the analysis or relationship will be found. The item stem will prompt the student to choose <b>two</b> answers.</p> <p>The <b>answer choices</b> will present five or six options of similar structure. Of the options, there will be <b>two</b> correct answers. The correct answers will be clearly discernible and correct statements that analyze information or reveal author’s point of view within a text or between two texts. Correct answers should comprise no more than 50% of total possible answer choices. The <b>distractors</b> will be statements that may be plausible to students who 1) misinterpret the relationship or author’s point of view within a single text or between texts, 2) form erroneous conclusions about one text or the other, or 3) use faulty reasoning when specifying a relationship or comparison.</p> <p><b>Distractors</b> will reflect common student errors.</p> <p><b>Rationales</b> should state the justification for the type of plausible distractor.</p> <p><b>Target Evidence Statements:</b></p> <ol style="list-style-type: none"> <li>1. The student will analyze the interaction between elements of a text (events, people, ideas, topics) within a text.</li> <li>2. The student will analyze how conflicting information reveals the author’s point of view within a text.</li> <li>3. The student will analyze the interaction between elements of a text (events, people, ideas, topics) across two different texts.</li> <li>4. The student will analyze how conflicting information reveals the author’s point of view across two different texts.</li> </ol> <p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>• How does the author’s use of [provide events/ideas/sequence/cause/effect/etc.] add to the building of information in the passage? Choose <b>two</b> answers.</li> <li>• How do(es) [provide events/ideas/sequence/cause/effect/etc.] build over the course of the passage? Choose <b>two</b> answers.</li> <li>• What do(es) [provide events/ideas/sequence/cause/effect/etc.] show about [the development/provide idea/content]? Choose <b>two</b> answers.</li> <li>• How does [provide events/ideas/sequence/cause/effect/etc.] change the passage? Choose <b>two</b> answers.</li> <li>• Read the [sentence(s)/paragraph(s)]. [excerpt from text] How does the [sentence(s)/paragraph(s)] add to the building of information in the passage? Choose <b>two</b> answers.</li> <li>• What does the [first paragraph/introduction] of the [text name] tell the reader about the author’s point of view? Choose <b>two</b> answers.</li> <li>• Read the [sentence(s)/paragraph(s)]. [excerpt from text] What does the information in the passage tell the reader about the author’s point of view? Choose <b>two</b> answers.</li> </ul>

	<p><b>Appropriate Stems for <u>Dual-Text Stimuli Only</u>:</b></p> <ul style="list-style-type: none"> <li>• Which sentence <b>best</b> describes how [provide events/ideas/sequence/cause/effect/etc.] is [similar/different] in <b>both</b> passages? Choose <b>two</b> answers.</li> <li>• Read the [sentence/paragraph] from [title text #2]. [excerpt from text] How does that information help the reader understand [provide events/ideas/sequence/cause/effect/etc.] in [title text #1]? Choose <b>two</b> answers.</li> <li>• How do the authors of <b>both</b> passages build the relationships between [provide events/ideas/sequence/cause/effect/etc.]? Choose <b>two</b> answers.</li> <li>• Read the [sentence/paragraph] from [title text #2]. [excerpt from text] How does that information help the reader understand [provide events/ideas/sequence/cause/effect/etc.] in [title text #1]? Choose <b>two</b> answers.</li> <li>• Which sentence <b>best</b> describes how [provide events/ideas/sequence/cause/effect/etc.] in <b>both</b> [insert names of texts] are similar? Choose <b>two</b> answers.</li> <li>• Which sentence <b>best</b> describes how [provide events/ideas/sequence/cause/effect/etc.] in [title text #1] differ from [provide events/ideas/sequence/cause/effect/etc.] in [title text #2]? Choose <b>two</b> answers.</li> <li>• Both authors include information about [provide events/ideas/sequence/cause/effect/etc.]. What do(es) the difference(s) between the information in the two passages tell the reader about [author(s) name(s)]'s point(s) of view? Choose <b>two</b> answers.</li> <li>• How is [author's name]'s point of view in [title text #1] different than [author's name]'s point of view in [title text #2]? Choose <b>two</b> answers.</li> <li>• How is the author's point of view in [title text #1] the same as the author's point of view in [title text #2]? Choose <b>two</b> answers.</li> </ul> <p><b>Scoring Rules:</b> All correct responses: 1 point; Incorrect response: 0 points</p>
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Task Models	
<p><b>Task Model 3</b></p> <p><b>Item Type: Evidence-based Select Response, two-part multiple choice response (EBSR)</b></p> <p><b>DOK: 3, 4</b></p>	<p><b>Task Description:</b></p> <p>This item has two parts. The <b>item stem of PART A</b> will prompt the selection of a statement that requires the student to analyze the interaction of information within a text or across two texts OR how conflicting information within a text or across two texts reveals the author’s point of view.</p> <p>The <b>answer choices of PART A</b> will present four options of similar structure. The correct answer will be a statement that analyzes information within a text or between two texts OR reveals the author’s point of view. The <b>distractors</b> will be statements that may be plausible to students who 1) misinterpret the relationship or author’s point of view within a single text or between texts, 2) form erroneous conclusions about one text or the other, or 3) use faulty reasoning when specifying a relationship or comparison.</p> <p>The <b>item stem of PART B</b> will pose a question about the details that support the analysis made in PART A. This part of the item will provide students the opportunity to identify the textual evidence used to make the analysis.</p> <p>The <b>answer choices of PART B</b> will present four options of a line or lines taken directly from the text. The correct answer will be a line or lines that support the analysis made in Part A. The <b>distractors</b> will be a line or lines taken directly from the text that 1) support a misrepresentation of the relationship or author’s point of view within a single text or between the texts or 2) do not directly support the relationship within a single text or between the texts .</p> <p><b>Distractors</b> will reflect common student errors.</p> <p><b>Rationales</b> should state the justification for the type of plausible distractor.</p> <p><b>NOTE:</b> Avoid answer choices in the two parts of the item that obviously correspond to one another such that selecting a particular answer choice in Part A directly determines which answer choice will be selected in Part B. Thus, some or all answer choices in Part B should provide plausible support for more than one answer choice in Part A.</p> <p><b>NOTE:</b> When using an excerpt in Part A, answer choices for Part B must come entirely from the excerpt or entirely from elsewhere in the text; they cannot be a combination of the two.</p> <p><b>Target Evidence Statements:</b></p> <ol style="list-style-type: none"> <li>1. The student will describe information (e.g., events, ideas, concepts, procedures, sequence or cause/effect) within a text.</li> <li>2. The student will distinguish the author’s point of view within a text.</li> <li>3. The student will describe information (e.g., events, ideas, concepts, procedures, sequence or cause/effect) across two texts.</li> <li>4. The student will distinguish the author’s point of view across two texts.</li> </ol> <p><b>Lead In:</b> This question has two parts. First, answer part A. Then, answer part B.</p> <p><b>Appropriate Stems for PART A:</b></p> <ul style="list-style-type: none"> <li>• How does the author’s use of [provide events/ideas/sequence/cause/effect/etc.] add to the building of information in the passage?</li> <li>• How do [provide events/ideas/sequence/cause/effect/etc.] build in the passage?</li> <li>• What do(es) [provide events/ideas/sequence/cause/effect/etc.] show about [the development/provide idea/content]?</li> </ul>

	<ul style="list-style-type: none"> <li>• How do(es) the [provide events/ideas/sequence/cause/effect/etc.] change the passage?</li> <li>• Read the [sentence(s)/paragraph(s)]. [excerpt from text] How does the [sentence(s)/paragraph(s)] add to the building of information in the passage?</li> <li>• What does the information in the [first paragraph/introduction] of the passage tell the reader about the author’s point of view?</li> <li>• Read the [sentence(s)/paragraph(s)]. [excerpt from text] What does the information in the passage tell the reader about the author’s point of view?</li> </ul> <p><b>Appropriate Stems for PART B:</b></p> <ul style="list-style-type: none"> <li>• Which [sentence(s)/paragraph(s)] from the passage(s) <b>best</b> support(s) your answer in part A?</li> <li>• Which [sentence(s)/paragraph(s)] from the passage(s) <b>best</b> shows the connection made in part A?</li> </ul> <p><b>Appropriate Stems for <u>Dual-Text Stimuli Only</u>:</b></p> <p><b>PART A:</b></p> <ul style="list-style-type: none"> <li>• Which sentence <b>best</b> describes how [provide events/ideas/sequence/cause/effect/etc.] is [similar/different] in <b>both</b> passages?</li> <li>• Read the [sentence/paragraph] from [title text #2]. [excerpt from text] How does that information help the reader understand [provide events/ideas/sequence/cause/effect/etc.] in [title text #1]?</li> <li>• How do the authors of <b>both</b> passages build the relationships between [provide events/ideas/sequence/cause/effect/etc.]?</li> <li>• Read the [sentence/paragraph] from [title text #2]. [excerpt from text] How does that information help the reader understand [provide events/ideas/sequence/cause/effect/etc.] in [title text #1]?</li> <li>• Which sentence <b>best</b> describes how [provide events/ideas/sequence/cause/effect/etc.] in <b>both</b> [insert names of texts] are similar?</li> <li>• Which sentence <b>best</b> describes how [provide events/ideas/sequence/cause/effect/etc.] in [title text #1] differ from [provide events/ideas/sequence/cause/effect/etc.] in [title text #2]?</li> <li>• Both authors include information about [provide events/ideas/sequence/cause/effect/etc.]. What do(es) the difference(s) between the information in the two passages tell the reader about [author(s) name(s)]’s point(s) of view?</li> <li>• How is [author’s name]’s point of view in [title text #1] different than [author’s name]’s point of view in [title text #2]?</li> </ul>
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	<ul style="list-style-type: none"><li>• How is the author’s point of view in [title text #1] the same as the author’s point of view in [title text #2]?</li></ul> <p><b>PART B:</b></p> <ul style="list-style-type: none"><li>• Which sentence(s) from [title text #1] <b>best</b> support(s) your answer in part A?</li><li>• Which sentence(s) from [title text #1] <b>best</b> shows the connection made in part A?</li><li>• Which [pair/set] of sentences from the passages <b>best</b> support(s) your answer in part A?</li><li>• Which [pair/set] of sentences from the passages <b>best</b> shows the connection made in part A?</li></ul> <p><b>Scoring Rules:</b> Correct response for both parts: 1 point; Incorrect response for either or both parts: 0 points</p>
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Task Models	
<p><b>Task Model 4</b>  <b>Item Type: Hot Text, select text (ST)</b>  <b>DOK: 3, 4</b></p>	<p><b>Task Description:</b></p> <p>This item has two parts. The <b>item stem of PART A</b> will prompt the selection of a statement that requires the student to analyze the interaction of information within a text or across two texts OR how conflicting information within a text or across two texts reveals the author’s point of view.</p> <p>The <b>answer choices of PART A</b> will present four options of similar structure. The correct answer will be a statement that correctly analyzes information within a text or between two texts OR reveals the author’s point of view. The distractors will be statements that may be plausible to students who 1) misinterpret the relationship or author’s point of view within a single text or between texts, 2) form erroneous conclusions about one text or the other, or 3) use faulty reasoning when specifying a relationship or comparison.</p> <p>The <b>item stem of PART B</b> will prompt the selection of details from the text(s) that support a statement that reflects an analysis of information or author’s point of view within a text or between two texts.</p> <p>The <b>answer choices of PART B</b> will be selectable lines, sentences, or paragraphs from the text, or other selectable text. The text selection will be whole, continuous, and consecutive sections taken directly from the text, or other text provided. Sentences can be grouped into multi-sentence options. There will be <b>one</b> correct answers. The correct answer will be the selectable sections of text that provide support for the analysis made in PART A. The <b>distractors</b> will be a line or lines that 1) support a misrepresentation of the relationship or author’s point of view within a single text or between the texts OR 2) do not directly support the relationship within a single text or between the texts or between the texts.</p> <p><b>Distractors</b> will reflect common student errors.  <b>Rationales</b> should state the justification for the type of plausible distractor.</p> <p><b>NOTE:</b> If there are too many defensible options (check every possibility), do not use this item type; use Multiple Choice (Task Model 1) or Multiple Select (Task Model 2).</p> <p><b>Target Evidence Statements:</b></p> <ol style="list-style-type: none"> <li>1. The student will describe information (e.g., events, ideas, concepts, procedures, sequence or cause/effect) within a text.</li> <li>2. The student will distinguish the author’s point of view within a text.</li> <li>3. The student will describe information (e.g., events, ideas, concepts, procedures, sequence or cause/effect) across two texts.</li> <li>4. The student will distinguish the author’s point of view across two texts.</li> </ol> <p><b>Lead In:</b> This question has two parts. First, answer part A. Then, answer part B.</p>

	<p><b>Appropriate Stems for Part A:</b></p> <ul style="list-style-type: none"> <li>• Click on the sentence that <b>best</b> describes how [provide events/ideas/etc.] builds through the passage.</li> <li>• Click on the sentence that <b>best</b> describes what [provide events/ideas/sequence/cause/effect/etc.] shows about [the development/provide idea/content].</li> <li>• Click on the sentence that <b>best</b> describes how [provide events/ideas/sequence/cause/effect/etc.] change through the passage?</li> <li>• Click on the sentence that <b>best</b> describes how the author’s use of [provide events/ideas/sequence/cause/effect/etc.] adds to the building of information in the passage.</li> <li>• Click on the sentence that <b>best</b> describes what the information in the [first paragraph/introduction] of the passage tell the reader about the author’s point of view.</li> <li>• Click on the sentence that <b>best</b> describes what the information presented in these [sentences/paragraphs] tell the reader about the author’s point of view.</li> </ul> <p><b>Appropriate Stems for Part B:</b></p> <ul style="list-style-type: none"> <li>• Click on the [sentence/paragraph] from the passage that <b>best</b> support(s) your answer in part A. Choose <b>one</b> answer. [excerpted selectable text]</li> <li>• Click on [sentence/paragraph] from the passage that <b>best</b> shows the connection made in part A. Choose <b>one</b> answer. [excerpted selectable text]</li> </ul> <p><b>Appropriate Stems for <u>Dual-Text Stimuli Only</u>:</b></p> <p><b>PART A:</b></p> <ul style="list-style-type: none"> <li>• Which sentence <b>best</b> describes how [provide events/ideas/sequence/cause/effect/etc.] is [similar/different] in <b>both</b> passages?</li> <li>• Read the [sentence/paragraph] from [title text #2]. [excerpt from text] How does that information help the reader understand [provide events/ideas/sequence/cause/effect/etc.] in [title text #1]?</li> <li>• How do the authors of <b>both</b> passages build the relationships between [provide events/ideas/sequence/cause/effect/etc.]?</li> <li>• Read the [sentence/paragraph] from [title text #2]. [excerpt from text] How does that information help the reader understand [provide events/ideas/sequence/cause/effect/etc.] in [title text #1]?</li> <li>• Which sentence <b>best</b> describes how [provide events/ideas/sequence/cause/effect/etc.] in <b>both</b> [insert names of texts] are similar?</li> </ul>
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	<ul style="list-style-type: none"> <li>• Which sentence <b>best</b> describes how [provide events/ideas/sequence/cause/effect/etc.] in [title text #1] differ from [provide events/ideas/sequence/cause/effect/etc.] in [title text #2]?</li> <li>• Both authors include information about [provide events/ideas/sequence/cause/effect/etc.]. What do(es) the difference(s) between the information in the two passages tell the reader about [author(s) name(s)]'s point(s) of view?</li> <li>• How is [author's name]'s point of view in [title text #1] different than [author's name]'s point of view in [title text #2]?</li> <li>• How is the author's point of view in [title text #1] the same as the author's point of view in [title text #2]?</li> </ul> <p><b>PART B:</b></p> <ul style="list-style-type: none"> <li>• Click on the sentence from [title text #1] that <b>best</b> supports your answer in part A. Choose <b>one</b> answer. [insert selectable text]</li> <li>• Click on the sentence from [title text #1] <b>best</b> shows the connection made in part A. Choose <b>one</b> answer. [insert selectable text]</li> </ul> <p><b>Scoring Rules:</b> Correct response for both parts: 1 point; Incorrect response for either or both parts: 0 points</p>
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	<p><b>Format Example:</b></p> <p>Note: The selectable text of Part A mirrors a single-response multiple choice item and Part B is a whole, continuous section of text. <b>The Format Example includes a sample of hot text from a grade 8 item and is included to provide guidance regarding formatting purposes only.</b></p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>The following question has two parts. First, answer part A. Then, answer part B.</p> <p><b>Part A</b></p> <p>Click on the statement that <b>best</b> describes what the information in the first paragraph of <i>Pong</i> reveals about the author’s point of view.</p> <p>A. [The author appreciates advancements in technology.]          B. [The author celebrates the revolutionary nature of <i>Pong</i>.]          C. [The author prefers old style games like Pong over current video games.]          D. [The author questions the connection of current technology to technology of the past.]</p> <p><b>Part B</b></p> <p>Click on the sentence from the text that best supports your answer in part A. Select one option.</p> <p>[On any smartphone you pick up, you will find some kind of video game.]          [People have access to games so sophisticated that there are worldwide competitions to determine the best players.] [Game design is so advanced that the graphics look almost real.] [Long before any of this, however, people played a low-tech game that sported paddles made of short lines on the edges of the screen, a dotted centerline to mark opposing sides, and a square dot designed to act like a ball.] [That game was <i>Pong</i>.]</p> </div>