



Delaware English Language Arts Standards Learning Progressions

GRADES 11/12: Informational Reading Standard 1

<p>College and Career Readiness (CCR): Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>		
<p>Grades 9- 10: Citing strong and thorough textual evidence to support analysis of what the text says explicitly as well as inference drawn from the text.</p>		<p>Grades 11-12: Citing strong and thorough textual evidence to support analysis of what the text says explicitly as well as inference drawn from the text, <u>including determining where the text leaves matters uncertain.</u></p>
Grade Progression to Mastery	Key Concepts	Guiding Questions/Prompts
<ul style="list-style-type: none"> • Make strongly implied inferences about content, abstract ideas, and authors’ decisions in a text • Identify/cite appropriate and thorough textual evidence for inferences about content, abstract ideas and authors’ decisions in a text. • Differentiate between strong and weak textual evidence. • Evaluate and analyze evidence and choose the strongest evidence to support inferences • Determine where the text leaves matters uncertain • Citing strong and thorough textual evidence to support analysis of what the text says explicitly as well as inference drawn from the text, <u>including determining where the text leaves matters uncertain.</u> 	<ul style="list-style-type: none"> • Inference/Conclusion • Specific textual evidence • Close reading • Analysis of Text: Explicit/Implicit details/evidence • Author’s decisions (e.g., paragraphing, quotations, organization of text, formatting devices, mode of development used) • Critical/analytical judgment • Content/abstract ideas • Inconsistency and/or Ambiguity 	<p>Using questions and prompts such as:</p> <ul style="list-style-type: none"> • What is the subject- and what does it say about that? • Which specific details are important to cite? What makes these details strong or significant? • How much evidence is needed to support inferences about the text? • What is the setting and or context (time, place, atmosphere, and situation)? • Who is involved? Who is the speaker? What do they say, do, think, and feel? What is the speaker’s goal or intent? • Which parts of the text are ambiguous or vague?
<p><u>11/12RI10: Range of Reading and Level of Text Complexity:</u> By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently. [Lexile Band: 1185L1385L]</p>		
<p><u>Informational Text–Literary Nonfiction and Historical, Scientific, and Technical Texts</u> Literary Nonfiction includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audiences.</p>		



Delaware English Language Arts Standards Learning Progressions

GRADES 11/12: Informational Reading Standard 2

<p>College and Career Ready (CCR): Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>		
<p>Grade 9-10: Determine a theme or central idea of a text and analyze in details its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p>Grade 11-12: Determine two or more themes or central ideas of a text and analyze in detail their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>	
Progression to Mastery	Key Concepts	Guiding Questions/Prompts
<ul style="list-style-type: none"> • Determine central ideas or themes of a text • Interpret how the text supports the central ideas with supporting details • Analyze how authors reveal, shape, and refine a theme or convey the central idea, utilizing specific details • Analyze the development of two or more themes or central ideas over the course of the text, examining how they interact and build on one another to produce a complex account • Formulate an objective summary that includes how two or more central ideas interact and build on each other to provide a complex analysis • Determine two or more themes or central ideas of a text and analyze in detail their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. 	<ul style="list-style-type: none"> • Central idea/Theme • The purposes of and relationships between main ideas and supporting details in informational text (e.g., choice of details, use of text features, timing of appearance of details, relationship between details and central ideas) • Text features (bold words, subheadings, charts, images or graphics, captions etc.) that are used to support central ideas • Accurate and objective summary 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What kind of graphic organizer would best help me represent the multiple central ideas and support in this text? • What key ideas play an important role throughout the text? How does the author treat or develop these ideas throughout the text? • How do the author’s central ideas unfold as the text progresses? • How does the author’s treatment of these main ideas and themes add to their meaning throughout the text? • What events or details contribute most at different junctures throughout the text? • What details are so integral they must be included in a summary of this text?
<p>11/12RI10: Range of Reading and Level of Text Complexity: By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently. [Lexile Band: 1185L1385L]</p>		
<p>Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts</p> <p>Literary Nonfiction includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audiences.</p>		



Delaware English Language Arts Standards Learning Progressions

GRADES 11/12: Informational Reading Standard 3

College and Career Ready (CCR): Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Grade 9-10: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Grade 11-12: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Progression to Mastery	Key Concepts	Guiding Questions/Prompts
<ul style="list-style-type: none"> • Determine or graphically represent the organization of multiple/complex events and ideas (simple vs. complex) • Trace development of ideas, individuals, events • Explain the interaction and development of individuals, ideas, or events in the text • Analyze how author’s choices about presentation and interaction of complex information control readers’ understandings of the message/central idea • Analyze how and why individuals, events, and ideas develop and interact over the course of a text. • Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. 	<ul style="list-style-type: none"> • Analyze (e.g., text-supported explanation of what, why and how) • Simple vs. complex • Patterns of organization (e.g., sequence/ chronological order, classification, definition, process, description, comparison, problem/ solution, cause/effect) • Development strategies for informational texts (e.g., introduction/presentation of ideas, illustration, elaboration through example, anecdote, etc.) • Presentation strategies (e.g., ordering of information, development of information, and explicit and implied connections) 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What is the development of the ideas in the text? • Identify the text’s sequence of events. • What is the subject, content, or focus of this text? (e.g., people, events, ideas, processes, or experiences) • How are these elements connected? (e.g., categories, stages or other) • How do the connections affect meaning over the course of the text? • How do these elements or connections evolve, interact, and contribute to the meaning of the text? • How does the interaction of individuals/events/ideas develop over the course of the text? • What makes the set of ideas/sequence of events complex?

11/12RI10: Range of Reading and Level of Text Complexity: By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently. [Lexile Band: 1185L-1385L]

Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts

Literary Nonfiction includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audiences.



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GRADES 11/12: Informational Reading Standard 4

College and Career Ready (CCR): Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Grade 9-10: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Grade 11-12: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist No. 10*).

Progressions to Mastery	Key Concepts	Guiding Questions/Prompts
<ul style="list-style-type: none"> • Read and reread other sentences, paragraphs, and non-linguistic images in the text to identify context clues • Use context clues to help unlock the meaning of unknown words/phrases • Determine the appropriate definition of words that have more than one meaning • Differentiate between literal and non-literal meaning • Identify and use domain-specific terms • Identify and interpret figurative language • Explain how figurative language enhances and extends meaning • Explain the impact of specific language choices by the author • Analyze how an author uses and refines the meaning of a key term or terms over the course of a text • Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone • Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text 	<ul style="list-style-type: none"> • Informational text • Context clues • Literal/ Denotative meaning • Technical meanings • Figurative or non-literal meaning (e.g., simile, metaphor, personification, hyperbole, analogies, allusions) • Tone 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What are the different possible meanings of this word or phrase as it is used in this text? • How do the author’s words reflect or respond to the original setting, occasion, or audience? • How does the author use these specific words/phrases in relation to the context and the author’s purpose? • Does the author use these words literally or figuratively? • How do the meanings of these words/phrases affect your interpretation of the text, the author’s purpose, etc.? • How would this subject be described in a newspaper or blog, for example? • How do the author’s words and phrases contribute to the meaning of the text?

11/12RI10: Range of Reading and Level of Text Complexity: By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently. **[Lexile Band: 1185L-1385L]**

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Delaware English Language Arts Standards Learning Progressions

GRADES 11/12: Informational Reading Standard 5

<p>College and Career Ready (CCR) Anchor: Analyze the structure of text, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>		
<p>Grade 9-10: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>	<p>Grade 11-12: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>	
Progression to Mastery	Key Concepts	Guiding Questions/Prompts
<ul style="list-style-type: none"> • Apply essential information from text features to enhance understanding of text • Evaluate the effectiveness of text structures in expositions or arguments • Analyze the relationship between text organization and development of ideas • Evaluate whether or not expositions or arguments are clear, convincing, and engaging • Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging 	<ul style="list-style-type: none"> • Various text structures/patterns of organization: sequence/chronological order, classification, definition, process, description, comparison, problem/ solution, simple cause/effect, conflict/resolution) • Various text features (e.g., captions, maps, information from charts and graphs, illustrations, diagrams) • Strategies used in argumentation (grade appropriate) 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What idea or claim does the writer examine or advance? • What points does the author emphasize? • What techniques does the author use to convince and/or engage the reader? • How is the text organized and why does the author use these organizational structures? • How do the choices the author has made about how to organize sentences, paragraphs, sections, and/or chapters enhance the clarity and quality of the text, or strengthen the writer’s claims? • Is the organization of the exposition or argument effective? Why or why not? • How do the writer’s choices about structure make the text more clear, convincing, or engaging?
<p>11/12RI10: Range of Reading and Level of Text Complexity: By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently. [Lexile Band: 1185L-1385L]</p>		
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GRADES 11/12: Informational Reading Standard 6

College and Career Ready (CCR): Assess how point of view or purpose shapes the content and style of a text.		
Grade 9-10: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	Grade 11-12: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	
Progression Mastery	Key Concepts	Guiding Questions/Prompts
<ul style="list-style-type: none"> • Analyze the author’s overall purpose (to inform, to persuade, to explain how, to entertain) for writing a text • Analyze how the author’s choices reflect his/her point of view/viewpoint, focus, attitude, position or bias • Analyze how point of view, viewpoint, purpose and perspective affect and informational text (controls the message/information) • Evaluate the effectiveness of rhetorical choices • Analyze the author’s use of persuasive techniques, rhetorical devices, logical fallacies, etc. • Analyze how style and content contribute to the power, persuasiveness, or beauty of a text • Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. 	<ul style="list-style-type: none"> • Informational text (both literary nonfiction and expository/technical texts) • Characteristics of an analysis • Point of view (e.g., first person, third person, limited, omniscient) • Author’s viewpoint/ focus/attitude/bias • Author’s perspective (background) • Author’s strategies for developing viewpoint and purpose (e.g., author’s choices about when and how to develop information; what information to include or exclude) • Conflicting evidence or viewpoints • Responses to opposing viewpoints (e.g., acknowledge, concede, rebut) • Rhetoric • Rhetorical devices <ul style="list-style-type: none"> ○ Logos ○ Ethos ○ Avoiding logical fallacies (e.g., slippery slope, circular argument, begging the claim, red herring) ○ Pathos ○ Figurative language (e.g., personification, metaphor, irony, alliteration, oxymoron) ○ Rhetorical questions • Rhetorical situation (e.g., author, audience, text, context/environment/setting) 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What is the author’s overall viewpoint? Purpose? How do you know? • How does the author skillfully use language (rhetoric) to influence the reader and to achieve his purpose? • Is the rhetoric used effectively? How? Why? • How would you describe the author’s style? • Why is the content of the text important? • How does the rhetoric contribute to the aesthetics of the text?
<p>11/12RI10: Range of Reading and Level of Text Complexity: By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently. [Lexile Band: 1185L-1385L]</p>		
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Delaware English Language Arts Standards Learning Progressions

GRADES 11/12: Informational Reading Standard 7

<p>College and Career Ready (CCR): Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>		
<p>Grade 9-10: Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p>		<p>Grade 11-12: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>
Progression to Mastery	Key Concepts	Guiding Questions/Prompts
<ul style="list-style-type: none"> • Identify sources of information that can be used to address a question or solve a problem • Compare/contrast how different text/media present information about the same inquiry • Evaluate which details/information from different sources can be used effectively to address questions or solve problems • Integrate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem 	<ul style="list-style-type: none"> • Media formats (e.g., visual, oral, quantitative) • Media types (e.g., print and digital sources, audio, video, live, multimedia, documentary, podcast) • Resources relevant for solving specific problems/questions 	<p>Use Guiding Questions and Prompts such as:</p> <ul style="list-style-type: none"> • Which details are emphasized in the different accounts? • Do the various sources of information share complimentary or congruent ideas? • How does the use of a certain medium affect the account? • What information can be gleaned from each account to address a specific question or solve a specific problem? • What criteria are most appropriate for evaluating these accounts? • Evaluate the quality and effectiveness of the information needed to address the question or solve the problem.
<p>11/12RI10: Range of Reading and Level of Text Complexity: By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently. [Lexile Band: 1185L-1385L]</p>		
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Delaware English Language Arts Standards Learning Progressions

GRADES 11/12: Informational Reading Standard 8

College and Career Ready (CCR): Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.		
Grade 9-10: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	Grade 11-12: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).	
Progression to Mastery	Key Concepts	Guiding Questions/Prompts
<ul style="list-style-type: none"> • Identify the author’s argument and specific claims as well as reasons/examples/evidence that support the author’s argument and specific claims • Differentiate between claims which are supported by reasons/evidence and those which are not, and explain why • Explain how an author uses reasons and evidence to support particular arguments and specific claims in a text, identifying which reasons and evidence support which point(s) • Differentiate between valid and invalid claims • Identify sound reasoning • Identify false statements and fallacious reasoning in an argument • Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient • Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence • Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy 	<ul style="list-style-type: none"> • How to trace/delineate an author’s reasoning • How to evaluate/assess an author’s argument and specific claims • Relevant vs. irrelevant details/reasons/evidence • Sound/logical/justified reasoning • Constitutional principles • Legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) • Rhetorical strategies for persuasion (e.g., logos, ethos, pathos) • Public advocacy • Valid vs. invalid claims • Persuasive techniques/fallacious reasoning (e.g., bandwagon, red herring, propaganda, appeal to authority) 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What is the purpose of the text? • What argument or proposition is presented and what is its context? • What claims support the argument? • What evidence is presented and is the evidence relevant to the argument? Why, or why not? • Is the reasoning presented logical? • Is the evidence fallacious or factual? • Is there enough credible evidence presented to support the argument? • What persuasive strategies has the author used? • Where is legal reasoning used in the text? • Is the argument/proposition consistent with U.S constitutional principle?
11/12RI10: Range of Reading and Level of Text Complexity: By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently. [Lexile Band: 1185L-1385L]		
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Delaware English Language Arts Standards Learning Progressions

GRADES 11/12: Informational Reading Standard 9

College and Career Ready (CCR): Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Grade 9-10: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

Grade 11-12: Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

Progression to Mastery	Key Concepts	Guiding Questions/Prompts
<ul style="list-style-type: none"> • Describe the authors' overall purposes for writing texts • Identify the authors' positions in texts • Identify what gives a work historical significance • Identify what gives a work literary significance • Identify, cite, and explain textual evidence which reveal the themes and purposes of a foundational text • Identify rhetorical features in foundational documents • Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features 	<ul style="list-style-type: none"> • themes • concepts • Author's purpose • Author's perspective (background) • Rhetorical triangle and context (e.g., speaker, subject, audience, and context) • Rhetorical appeals (e.g., logos, ethos, and pathos) • Rhetorical features 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Identify characteristics of "foundational" texts • Who wrote this specific foundational document—and in what context, for what audience, for what purpose? • What is the purpose of each document? • What theme is presented in each of the documents? • How does the author skillfully use rhetoric to convey meaning? • Compare two or more texts/documents that address similar themes and/or topics. • What is the historical significance of the document(s)? • What is the literary significance of the document(s)? • How did the text(s) shape the future? • What specific element(s) lend this particular document its enduring meaning, importance, or power?

11/12RI10: Range of Reading and Level of Text Complexity: By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently. [Lexile Band: 1185L-1385L]

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