

# Kindergarten - 2<sup>nd</sup> Grade

## CCSS.ELA-LITERACY.SL.K.2

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

**Alignment Justification(s):** Students will be able to attend the museum and listen to the information given by the museum coordinator and the time period/information stands. The students can ask or answer questions about the information, in order to enhance their comprehension on the topic at hand.

## CCSS.ELA-LITERACY.SL.1.3

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

**Alignment Justification(s):** Students can acquire information from the museum coordinator and ask or answer questions for comprehension/clarification purposes.

## CCSS.ELA-LITERACY.SL.2.2

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**Alignment Justification(s):** Students can recite important information that they receive from the museum coordinator or the time period/information stands. This will assist students in being able to recognize what is considered important information for summarization purposes.



## Hours of Operation:

Thursday, Friday, & Saturday  
1:00PM - 4:00PM (Walk-Ins)

“All groups are requested to schedule visits by appointment. Other hours, guided tours, and educational programs are available for groups of ten or more.”

## Admission:

Suggested Donations  
\$5.00 – Adults  
\$3.00 – Children

“Your generous support helps us continue our mission and educational programs. Discount rates are available for groups of ten or more. Contributions of any amount are gratefully accepted.”

## Map, Parking, & Directions

53 N. Broadway  
Aurora, Illinois  
(Corner of New York & Broadway)

\*Parking is located behind the building off of LaSalle Street. \*

## Contact Information

Phone Number:  
(630) 256-4140

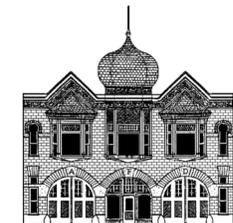
Website:  
<http://www.auroraregionalfiremuseum.org/>

Email:  
[ARFMinfo@aol.com](mailto:ARFMinfo@aol.com)

# Common Core Standards English Language Arts



*Includes standard alignment  
and justifications for the  
Aurora Regional Fire Museum*



53 N. Broadway  
Aurora, Illinois  
(630) 256-4140

[ARFMinfo@aol.com](mailto:ARFMinfo@aol.com)  
<http://www.auroraregionalfiremuseum.org>

## 3rd – 5<sup>th</sup> Grade

### CCSS.ELA-LITERACY.SL.3.4

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

**Alignment Justification(s):** While students are visiting the Aurora Regional Fire Museum, they can write down notes about important information, such as people, places, things, and/or events. Once they have returned to the classroom setting, the instructor can have the students participate in a discussion about the information they received, while visiting the museum.

### CCSS.ELA-LITERACY.SL.4.2

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**Alignment Justification(s):** While students are visiting the Aurora Regional Fire Museum, they can write down notes about important information, such as people, places, things, and/or events. Once they have returned to the classroom setting, the instructor can assign the students to create an oral report (with the use of visuals) of the notes they took, as well as, any answers to questions they had, while visiting the museum.

### CCSS.ELA-LITERACY.SL.5.2

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**Alignment Justification(s):** While students are visiting the Aurora Regional Fire Museum, they can write down notes about important information, such as people, places, things, and/or events. Once they have returned to the classroom setting, the instructor can assign the students to create an oral report (with the use of visuals) of the notes they took, as well as, any answers to questions they had, while visiting the museum.

## 6th – 8<sup>th</sup> Grade

### CCSS.ELA-LITERACY.SL.6.1.C

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

**Alignment Justification(s):** Visiting the Aurora Regional Fire Museum will allow the students to experience a question and answer discussion in an environment other than the classroom. While visiting the museum, the students will respond to questions that the museum coordinator or teacher may ask. This will enhance oral collaboration skills.

### CCSS.ELA-LITERACY.SL.7.2

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

**Alignment Justification(s):** Students that visit the Aurora Regional Fire Museum can collect information about each time period of firefighting in the city of Aurora, which is visually and audibly displayed at the museum. Once the students return to the classroom setting, the instructor can assign each group to produce a media presentation, which collects and presents all the information about the time period they were assigned to focus on in detail.

### CCSS.ELA-LITERACY.SL.8.2

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation

**Alignment Justification(s):** Students that visit the Aurora Regional Fire Museum can collect information about each time period of firefighting in the city of Aurora, which is visually and audibly displayed at the museum. Once the students return to the classroom setting, the instructor can assign each group to produce a media presentation, which collects and presents all the information about the time period they were assigned to focus on in detail. The students will also be required to include the technique the museum used when presenting the information they have gathered over the years, and why it is important or beneficial to learning.

## What Educational Programs does the Aurora Regional Fire Museum offer?

### Museum Tours

#### *Getting There, Getting Water, Getting Rescued: An Interactive Tour of our Exhibits*

“From simple buckets, to modern fire apparatus your group will explore the evolution of the tools and technology used to fight fires and save lives. Visitors will participate in a “hands-on” bucket brigade, seeing the horse-stalls and our “real” fire horses, and watching a demonstration of a fire alarm system as a bell rings and a ticker tape notifies the station of an alarm. All this is in addition to seeing five pieces of fire apparatus ranging in age from the 1850s though the 1950s.”

### Architecture

#### *Function, Form and the old Firehouse: An Architectural Presentation and Tour of the old Central Fire Station*

“What is architecture? What are some of the factors that influence the design of a building? These are some of the topics to be covered during this program that examines the roles of form and function in fire station architecture. Following a thirty-minute discussion and multi-media presentation in the museum’s second-floor Hay Loft Theater, your group will be treated to a quick peek in one of the fire station’s bunk rooms, see the fire pole, the former horse stalls, and the building’s impressive fire hose drying tower.”

### Museum & Community History

#### *Museums and Community History: Presentation and Research Activity*

“What do museums do? Why is history important? Following a 30-minute discussion and multi-media presentation in the museum’s Hay Loft Theater, your group will be treated to a peek “behind-the-scenes” into the museum’s collection, and discover what information can be gleaned from studying objects from the past.”

### Great Chicago Fire

#### *The Great Chicago Fire of 1871: A Presentation and Tour*

“Did the cow do it? What was so “great” about the Chicago Fire? Your group will gather in the museum’s second-floor Hay Loft Theater for a lively thirty-minute discussion/multi-media presentation on the history of the Great Chicago Fire. Following the program you will have an opportunity to see artifacts that survived the Great Chicago Fire.”