Common Core or State Standards	How I Currently Teach It	Technological Pedagogical Content Knowledge (TPACK) ideas
Example: Understand the difference between fact and opinion	**Example:** My students use articles to understand the difference between fact and opinion on a topic. We discuss the difference between fact and opinion and how we can spot them in writing. We then use those ideas to create an argument.	**Example:** Use articles in Googledocs or Diigo.com so the students can highlight the facts or opinions or use a story they all add to and alter. The students can test their knowledge with an online fact or opinion quiz at Quia. http://www.quia.com/quiz/1826288.html. The students can then write a blog online and interact with each other with comments and suggestions on their own time at Edublogs.org
Example: Determine the main idea of a text and explain how it is supported by key details; summarize the text.	**Example:** I use worksheets to map out the details to help figure out the main idea and to write a summary of the text.	**Example:** I can have the kids interact with the details of the story by creating a timeline at Dipity.com that they can manipulate to get a hands-on look at time and story events. They can work together to discuss what order the events should go in using the text from the story.

Example: Explain how an author uses reasons and evidence to support particular points in a text.	**Example:** I use questions and discussion to elicit ideas of what evidence the students read in the text and try and get them to verbally make the connection to the main idea or another point being made.	**Example:** Once the students have an understanding of evidence, they can use studysync.com to peer review other students' work to practice their real-world application of the knowledge. They can also post their writing for peer review to get quick peer feedback.
Example: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	**Example:** I use venn diagrams to compare and contrast sources for a given topic and have the students write a paper using those sources to support their own opinion.	**Example:** Have students create their own graphic organizers to sort the information they gather from two different sources on diigo.com or create a word-cloud of ideas on wordle.net. They can use this information to write their own blog or writing assignment.
Example: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	**Example:** I introduce students to story elements causal flow and use charts or storyboards to help them orient themselves in a story and connect each event to something that would precede or follow each of their scenes.	**Example:** Have students create their own storyboards on storyboardthat.com so they can visualize their story elements before writing. This would help them design a story and help them understand time in a story. It would also help them mix up the elements for others to challenge them to put it in order.