<http://spacemath.gsfc.nasa.gov/5EIntroduction.html>  
ENGAGE: The purpose for the ENGAGE stage is to peak student interest and get them personally involved in the lesson, while pre-assessing prior understanding. During this experience, students first encounter and identify the instructional task or topic. During the ENGAGE stage, students make connections between past and present learning experiences, setting the organizational groundwork for upcoming activities.

EXPLORE: The purpose for the EXPLORE stage is to get students involved in the topic; providing them with a chance to build their own understanding. In the EXPLORATION stage the students have the opportunity to build their own understanding of essential content. Working independently, or in teams, students build a common framework. The teacher acts as a facilitator, providing materials and guiding the students' focus.

EXPLAIN: The purpose for the EXPLAIN stage is to provide students with an opportunity to communicate what they have learned so far and figure out what it means. EXPLAIN is the stage at which learners begin to communicate what they have learned. Language provides motivation for sequencing events into a logical format. Communication occurs between peers, with the facilitator, and through the reflective process.

EXTEND (Elaborate): The purpose for the EXTEND stage is to allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways.

EVALUATE: The purpose for the EVALUATION stage is for both students and teachers to determine how much learning and understanding has taken place. EVALUATE, the final "E", is an on-going diagnostic process that allows the teacher to determine if the learner has attained understanding of concepts and knowledge. Evaluation and assessment can occur at all points along the continuum of the instructional process.