

Blueprint for Learning: 5E

Engage, Explore, Explain, Elaborate, Evaluate

Foundation for Learning			
Title:			
Grade/Course:	Subject:	Duration:	
Focus Standard(s):			
Skills:	Concepts:	Bloom's Level	
DOK 1:	DOK 2:	DOK 3:	DOK 4:
NGSS Dimension I: (Scientific and Engineering Practices)	NGSS Dimension II: (Crosscutting Concepts)	NGSS Dimension I: (Disciplinary Core Ideas)	
Learning Targets: I am learning to . . .		Success Criteria: I will be successful when I can . . .	

Real-World Problem and Task Overview
Real-World Problem/Challenge/Issue:
Overview of Learning Tasks (1-2 sentences with aligned standard codes):
Task I:
Task II:
Task III:
Task IV:

5E Instructional Model adapted by Dr. Lissa Pijanowski. *The 5 E model has evolved and there is an expanded 7E model and both are endorsed by the NSTA.*

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Construction of Knowledge: Task 1		Check Expected level of R/R:	
Engage: (Driving Question)		<input type="checkbox"/> C	<input type="checkbox"/> D
Engage: (Task Opening)		<input type="checkbox"/> A	<input type="checkbox"/> B
Explore: (Student hands-on activities to grapple with problem or phenomenon)		Strategies:	
Explain: (Teacher provides concepts and terms to develop explanations for the phenomenon)		Strategies:	
Elaborate: (Students apply what they learned to new situations / problems / challenges)		Strategies:	
Task Closing:			
Instructional Resources (Print/Digital)	Teacher Resources:	Student Resources:	
Learner Considerations: (Special Ed, ELL, etc.)			

Inspection and Feedback			
Evaluate: (Students provide evidence for changes to their understandings, beliefs, and skills through assessment/task):			
Success Criteria:	Not Yet	Meets	Feedback:

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Construction of Knowledge: Task 2		Check Expected level of R/R:	
Engage: (Driving Question)		<input type="checkbox"/> C	<input type="checkbox"/> D
Engage: (Task Opening)		<input type="checkbox"/> A	<input type="checkbox"/> B
Explore: (Student hands-on activities to grapple with problem or phenomenon)		Strategies:	
Explain: (Teacher provides concepts and terms to develop explanations for the phenomenon)		Strategies:	
Elaborate: (Students apply what they learned to new situations / problems / challenges)		Strategies:	
Task Closing:			
Instructional Resources (Print/Digital)	Teacher Resources:	Student Resources:	
Learner Considerations: (Special Ed, ELL, etc.)			

Inspection and Feedback			
Evaluate: (Students provide evidence for changes to their understandings, beliefs, and skills through assessment/task):			
Success Criteria:	Not Yet	Meets	Feedback:

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Construction of Knowledge: Task 3		Check Expected level of R/R:	
Engage: (Driving Question)		<input type="checkbox"/> C	<input type="checkbox"/> D
Engage: (Task Opening)		<input type="checkbox"/> A	<input type="checkbox"/> B
Explore: (Student hands-on activities to grapple with problem or phenomenon)		Strategies:	
Explain: (Teacher provides concepts and terms to develop explanations for the phenomenon)		Strategies:	
Elaborate: (Students apply what they learned to new situations / problems / challenges)		Strategies:	
Task Closing:			
Instructional Resources (Print/Digital)	Teacher Resources:	Student Resources:	
Learner Considerations: (Special Ed, ELL, etc.)			

Inspection and Feedback			
Evaluate: (Students provide evidence for changes to their understandings, beliefs, and skills through assessment/task):			
Success Criteria:	Not Yet	Meets	Feedback:

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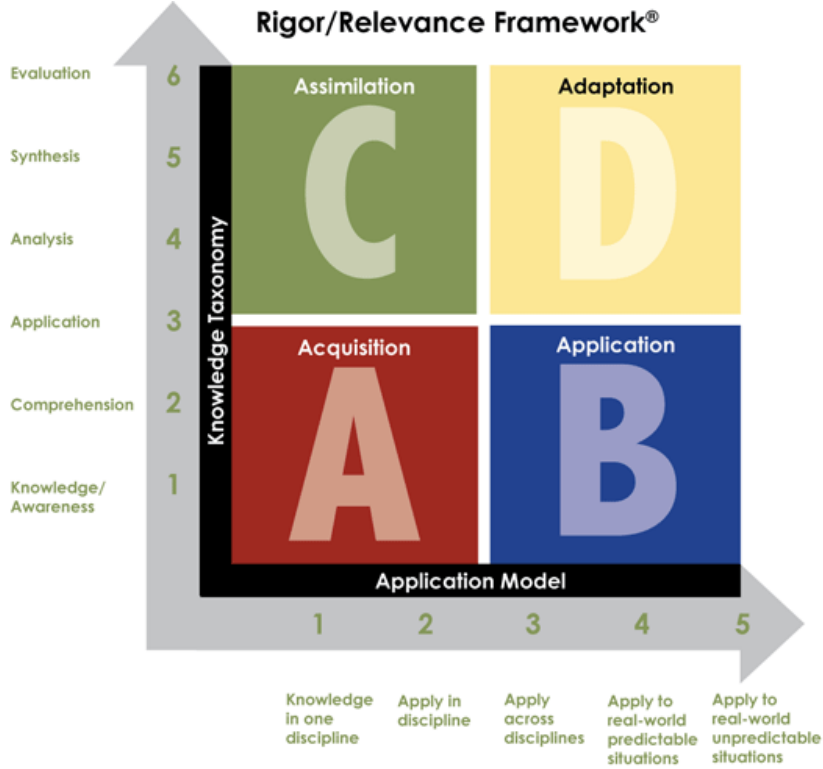
Construction of Knowledge: Task 4		Check Expected level of R/R:	
Engage: (Driving Question)		<input type="checkbox"/> C	<input type="checkbox"/> D
Engage: (Task Opening)		<input type="checkbox"/> A	<input type="checkbox"/> B
Explore: (Student hands-on activities to grapple with problem or phenomenon)		Strategies:	
Explain: (Teacher provides concepts and terms to develop explanations for the phenomenon)		Strategies:	
Elaborate: (Students apply what they learned to new situations / problems / challenges)		Strategies:	
Task Closing:			
Instructional Resources (Print/Digital)	Teacher Resources:	Student Resources:	
Learner Considerations: (Special Ed, ELL, etc.)			

Inspection and Feedback		
Evaluate: (Students provide evidence for changes to their understandings, beliefs, and skills through assessment/task):		
Success Criteria:	Points	Feedback:
	_____ of _____	
	_____ of _____	
	_____ of _____	
	_____ of _____	
Total	_____ of _____	

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Reflection on Design and Learning:	
Teacher Reflection:	•
Student Reflection:	•
Considerations for Redesign:	•



A	B	C	D
Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this knowledge.	Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply knowledge to new and unpredictable situations.	Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create solutions.	Students have the competence to think in complex ways and to apply their knowledge and skills. Even when confronted with perplexing unknowns, students are able to use extensive knowledge and skill to create solutions and take action that further develops their skills and knowledge.

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