

Head Start  
Child Development  
Early Learning  
Framework

**CROSS WALK**  
With

New Mexico  
Early Learning  
Guidelines



## DOMAIN

### Head Start

- PHYSICAL DEVELOPMENT & HEALTH
- LANGUAGE DEVELOPMENT
- LITERACY KNOWLEDGE & SKILLS
- MATHEMATICS KNOWLEDGE & SKILLS
- CREATIVE ARTS EXPRESSION
- SCIENCE KNOWLEDGE & SKILLS
- SOCIAL & EMOTIONAL DEVELOPMENT
- SOCIAL STUDIES KNOWLEDGE & SKILLS
- APPROACHES TO LEARNING
- LOGIC & REASONING
- ENGLISH LANGUAGE DEVELOPMENT

### NM Early Learning Guidelines

- PHYSICAL DEVELOPMENT, HEALTH & WELL-BEING (FINE MOTOR & GROSS MOTOR)
- LITERACY
- NUMERACY
- AESTHETIC CREATIVITY
- SCIENTIFIC CONCEPTUAL UNDERSTANDINGS
- SELF, FAMILY & COMMUNITY
- APPROACHES TO LEARNING

## How do you Align 10 Domains and Seven Domains?

<ul style="list-style-type: none"> <li>• PHYSICAL DEVELOPMENT &amp; HEALTH</li> <li>• LANGUAGE DEVELOPMENT</li> <li>• LITERACY KNOWLEDGE &amp; SKILLS</li> <li>• MATHEMATICS KNOWLEDGE &amp; SKILLS</li> <li>• CREATIVE ARTS EXPRESSION</li> <li>• SCIENCE KNOWLEDGE &amp; SKILLS</li> <li>• SOCIAL &amp; EMOTIONAL DEVELOPMENT</li> <li>• SOCIAL STUDIES KNOWLEDGE &amp; SKILLS</li> <li>• APPROACHES TO LEARNING</li> <li>• LOGIC &amp; REASONING</li> <li>• ENGLISH LANGUAGE DEVELOPMENT</li> </ul>	<ul style="list-style-type: none"> <li>• PHYSICAL DEVELOPMENT, HEALTH &amp; WELL-BEING (FINE MOTOR &amp; GROSS MOTOR)</li> <li>• LITERACY</li> <li>• NUMERACY</li> <li>• AESTHETIC CREATIVITY</li> <li>• SCIENTIFIC CONCEPTUAL UNDERSTANDINGS</li> <li>• SELF, FAMILY &amp; COMMUNITY</li> <li>• APPROACHES TO LEARNING</li> <li>• LOGIC &amp; REASONING IS EMBEDDED IN THE FOLLOWING DOMAINS:               <ul style="list-style-type: none"> <li>◦ AESTHETIC CREATIVITY</li> <li>◦ LITERACY</li> <li>◦ NUMERACY</li> <li>◦ SELF, FAMILY, COMMUNITY</li> <li>◦ SCIENTIFIC CONCEPTUAL UNDERSTANDINGS</li> <li>◦ INFANT/TODDLER DOMAIN III: BEGINNING TO BUILD CONCEPTS</li> </ul> </li> <li>• ENGLISH LANGUAGE LEARNER IS EMBEDDED IN THE FOLLOWING DOMAINS:               <ul style="list-style-type: none"> <li>◦ LITERACY</li> <li>◦ APPROACHES TO LEARNING</li> <li>◦ Infant/Toddler Domain I: Beginning to Know About Ourselves and Others</li> <li>◦ Infant/ Toddler Domain II: Beginning to Communicate</li> </ul> </li> </ul>
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## ELEMENTS/OUTCOMES

### HS ELEMENTS

#### HS EXPRESSIVE LANGUAGE

- Uses different grammatical structures for a variety of purposes. **(ELG 5.4) (ELG 6.1)**

### ELG OUTCOMES

- **ELG 5.4** Demonstrates understanding of new vocabulary introduced in conversations, activities, stories, or books.
- **ELG 6.1** Converses effectively in his or her home language, English, or sign language for a variety of purposes relating to real experiences and different audiences.  
(Essential Indicator # 4)

## EXAMPLES/INDICATORS

### HS EXAMPLES

#### HS ALPHABET KNOWLEDGE

- Recognizes that letters of the alphabet have distinct sound(s) associated with them. **(ELG 5.3)**
- Identifies letters and associates correct sounds with letters. **(ELG 5.3)**
- Attends to the beginning letters and sounds in familiar words. **(ELG 5.3)**

### ELG INDICATORS

- **ELG 5.3** Hears and discriminates the sounds of language in words to develop phonological awareness. (Essential Indicator #3)

DOMAIN CREATIVE ARTS EXPRESSION	DOMAIN AESTHETIC CREATIVITY
Refers to participation in a range of activities that allow for creative and imaginative expression, such as music, art, creative movement, and drama. The creative arts engage children's minds, bodies, and senses. The arts invite children to listen, observe, discuss, move, solve problems, and imagine using multiple modes of thought and self-expression. The creative arts provide ways for young children to learn and use skills in other domains. In the domain of Creative Arts Expression, programs need to ensure that children who are dual language learners can demonstrate their abilities, skills, and knowledge in any language, including their home language.	The arts provide a vehicle and an organizing framework for children to express their ideas, knowledge and feelings. Music, movement, drama, and visual art stimulate children to use words, manipulate tools and media, and solve problems in ways that are aesthetically pleasing and simultaneously convey meaning. Through experimenting with sounds, colors, forms, motion, and words, children communicate in ways that are distinctly their own and that reflect their unique approaches to learning. Each painting, dramatic play scenario, and improvised tune provides teachers and families with insights into a child's interests and abilities and allows children to express what they know. In an environment that fosters the arts, children learn to appreciate the contributions of other children and the works of others that reflect different experiences, cultures, and views.
ELEMENTS	OUTCOMES
<b>HS MUSIC</b> The use of voice and instruments to create sounds. <b>(ELG 13) (ELG 25)</b>	<b>ELG 13</b> The child demonstrates appreciation for the arts (movement, music, visual and dramatic).  <b>ELG 25</b> The child exhibits imagination and creativity.
EXAMPLES	INDICATORS
<b>HS MUSIC</b> Participates in music activities, such as listening, singing or performing. <b>(ELG 13.1)</b>	<b>ELG 13.1</b> Communicates ideas and/or feelings through creative activities (for example, making up a song, acting out a story, creating a piece of art work or a set of movements). (Essential Indicator #13)

# HEAD START – GAPS - ELG’S

<div><div>ELEMENTS</div><div>HS PHYSICAL HEALTH STATUS</div><div><ul style="list-style-type: none"><li>The maintenance of healthy and age appropriate physical well-being.</li></ul></div></div> <div><div>EXAMPLES</div><div>HS PHYSICAL HEALTH STATUS</div><div><ul style="list-style-type: none"><li>Possesses good overall health, including oral, visual and auditory health, and is free from communicable or preventable diseases. ( NO CORRESPONDING ELG INDICATOR)</li><li>(NO CORRESPONDING HS EXAMPLE for ELG 5.2)</li></ul></div></div>	<div><div>OUTCOMES</div><div><ul style="list-style-type: none"><li>( NO CORRESPONDING ELG OUTCOME)</li></ul></div></div> <div><div>INDICATORS</div><div><ul style="list-style-type: none"><li>( NO CORRESPONDING ELG INDICATOR)</li><li>ELG 5.2 Follows directions with increasing complexity.</li></ul></div></div>
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