



I'M BILINGUAL!® SUPPLEMENTAL SPANISH CURRICULUM FOR EARLY CHILDHOOD

2026 NEW MEXICO EARLY LEARNING STANDARDS ALIGNMENT

Birth through Five Framework | Preschool & PreK Emphasis

This alignment package maps representative I'm Bilingual!® learning experiences to New Mexico's 2026 Early Learning Standards (ELS). It is designed to show how music, movement, illustrated songs, oral language, visual supports, creative play, and culturally authentic Spanish-language experiences can support integrated learning across the state's five developmental domains.

CURRENT 2026 FRAMEWORK

The ELS replace the previous New Mexico Early Learning Guidelines and organize development into five interconnected domains.

MULTILINGUALISM AS AN ASSET

The 2026 ELS explicitly recognize multilingual development and the linguistic resources children bring from home and community.

LEARNING THROUGH ACTION

The framework emphasizes active exploration, language-rich interaction, creativity, movement, problem-solving, and culturally grounded learning.

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Alignment at a Glance

The 2026 New Mexico ELS organize learning into five interconnected domains. I’m Bilingual!® supports these domains through flexible experiences that teachers can select and adapt according to children’s developmental level, language experience, interests, and classroom context.

1. APPROACHES TO LEARNING Creativity, curiosity, persistence, musical and dramatic expression, executive-function opportunities. Creative stories; Dazzle Cards; rhythm and movement; open-ended questions; role-play and action modeling.	2. COMMUNICATION, LANGUAGE & LITERACY Listening, vocabulary, conversation, book engagement, comprehension, emergent reading. Illustrated songs; Vocabulary Enrichment Cards; repeated language; questioning; shared reading; sequencing; easy-to-apply reading strategies.	3. PHYSICAL DEVELOPMENT & HEALTH Self-help routines, nutrition, healthy habits, gross-motor coordination, spatial awareness. Pimpón daily routines and nutrition; La Finca action verbs, marching, running, hopping, and dancing; classroom movement activities.
4. RELATIONSHIPS & SOCIAL-EMOTIONAL DEVELOPMENT Emotional expression, self-regulation, belonging, cooperation, empathy, community. Los Pollitos SEL themes; Pimpón emotions and friendship; group music-making; turn-taking; collaborative storytelling.	5. THINKING, REASONING & KNOWLEDGE Number sense, shapes, spatial concepts, sorting, patterns, science inquiry and observation. Los Pollitos numbers/sets; Pimpón shapes and colors; Los Pajaritos rhythm patterns; La Finca spatial language; science and nature extensions.	CROSS-CUTTING STRENGTHS Multilingualism, culturally authentic repertoire, multimodal learning, active participation, flexible differentiation. Spanish-language songs and books; visual, auditory, verbal, and kinesthetic experiences; resources from across the Spanish-speaking world.

How this crosswalk should be read

The tables that follow identify representative, intentionally supported alignments. They do not claim that one activity “covers” an entire standard or that the curriculum replaces the ELS. Rather, they show where I’m Bilingual!® gives educators concrete opportunities to scaffold skills described in the state framework.

Developmental focus

This document emphasizes the Preschool (28–45 months) and PreK (42–60 months) progression bands while respecting the ELS emphasis on developmental progressions rather than rigid age expectations.

Instructional flexibility

Teachers may select, combine, repeat, or extend activities according to children’s age, interests, language development, and prior experience.

Detailed Standards Crosswalk: Domains 1 & 2

Approaches to Learning + Communication, Language, and Literacy

ELS	Official standard	Alignment in I'm Bilingual!®	Representative evidence
1.1.A	The child exhibits imagination and creativity.	Creative language and imaginative expression are intentionally invited through open-ended story creation and flexible use of visual prompts.	Dazzle Cards; creative stories combining Vocabulary Enrichment Cards; movement and dramatic extensions.
1.1.B	The child engages in the dramatic arts.	Children represent actions, animals, routines, and story elements with the body, gestures, and pretend play.	Illustrated-sentence actions; animal movement; Pimpón routines; teacher-modeled dramatization.
1.1.C	The child engages in the musical arts.	Music is a central instructional medium: singing, beat, rhythm, tempo, dynamics, pitch, movement, instruments, and listening.	Illustrated songbooks; ¡Cantemos todos juntos!, an award-winning music collection; agudo/grave, fuerte/suave, rápido/lento; rhythmic patterns.
1.2.A	The child shows curiosity and initiative in interactions and experiences.	Open-ended questions and observation tasks invite children to notice, wonder, choose, predict, and contribute ideas.	“¿Qué ves?” “¿Qué van a hacer los pollitos hoy?”; science extensions; child-selected action cards or Vocabulary Enrichment Cards.
2.1.B	The child listens and/or attends, demonstrating understanding of language.	Songs, repeated directions, movement cues, and teacher questions require active listening and response.	Listen-and-do actions; illustrated sentences; music/movement directions; oral questions tied to images.
2.1.D	The child understands and uses an expanding vocabulary.	Vocabulary is taught in meaningful visual, musical, and conversational contexts, then reused through games and storytelling.	Vocabulary Enrichment Cards; illustrated sentences; matching; page searches; creative stories; descriptive language.
2.1.E	The child engages in conversation in their native language, English, and/or sign language.	Teacher prompts invite children to answer, describe, compare, explain, and share ideas using Spanish and other classroom languages as appropriate.	Open-ended questions; partner/group talk; story creation; descriptive prompts; bilingual teacher support.
2.3.A	The child demonstrates an interest in literacy activities.	Illustrated songs combine books, singing, chanting, shared reading, picture observation, and repeated oral language.	Big Books and small books; singing while following illustrations; rhyme, repetition, and book-based discussion.
2.3.B	The child demonstrates story comprehension.	Teachers support recall, sequencing, repeated patterns, visual comprehension, kinesthetic memory through movement and gestures, and discussion of what is happening in an illustrated text.	La Finca time sequence; Los Pollitos sequencing; repeated structures in Los Pajaritos; Pimpón’s daily routine; learning through movement and gestures.

Detailed Standards Crosswalk: Domains 3 & 4

Physical Development and Health + Relationships and Social-Emotional Development

ELS	Official standard	Alignment in I'm Bilingual!®	Representative evidence
3.1.A	The child displays self-help skills in daily routines.	Daily routines are made visible, memorable, and discussable through song, pictures, gestures, and sequencing.	Pimpón: washing face, combing hair, preparing backpack, opening the door, bedtime, school routines.
3.1.B	The child explores a variety of healthy foods.	Nutrition extensions connect familiar foods, vocabulary, choices, and healthy eating to meaningful classroom conversation.	Pimpón nutrition resources and food vocabulary; teacher-led comparisons and discussion.
3.1.C	The child develops an understanding of healthy lifestyle choices.	Movement, self-care, rest, nutrition, and daily routines are reinforced through repeated language and active participation.	Pimpón routines and nutrition; classroom movement; calm listening experiences; transitions.
3.3.A	The child uses gross motor control independently, including balance, spatial awareness, and stability.	Children move in response to songs and action words, varying locomotor movement and spatial relationships.	March, run, hop, dance, swim, fly; “Vamos a Movernos”; rápido/lento; delante/detrás/cerca/lejos.
4.1.B	The child demonstrates emotional development and expression.	Songs, illustrations, and discussion create opportunities to identify, express, and talk about feelings and relationships.	Pimpón emotions/friendship themes; Los Pollitos nurturing relationships; expressive movement and music.
4.1.C	The child develops emotional regulation.	Predictable songs, movement cues, listening activities, and transition music can support regulation and participation in routines.	Calm listening repertoire; musical transitions; stop/go and movement pauses; repeated classroom routines.
4.2.A	The child develops an understanding of identity and belonging in relation to family, culture, and community.	Authentic songs, traditions, vocabulary, and cultural perspectives connect Spanish learning with family and cultural context.	Repertoire from the Spanish-speaking world; culturally rooted songs and folklore; community/family themes.
4.4.A	The child engages and interacts with other children.	Group singing, partner games, turn-taking, and shared storytelling create frequent peer interaction.	Group music-making; animal chorus; collaborative stories; movement games; creating and making music with Rhythmic Cards.
4.4.C	The child works cooperatively with other children.	Many activities invite children to take turns, listen to peers, contribute ideas, and create a shared product or performance.	Collective stories; chorus/director games; instrument play; small-group matching; shared movement.

Detailed Standards Crosswalk: Domain 5

Thinking, Reasoning, and Knowledge

ELS	Official standard	Alignment in I'm Bilingual!®	Representative evidence
5.1.A	The child develops a sense of numbers and demonstrates early knowledge of counting.	Concrete sets, number symbols, counting language, and simple operations are embedded in playful visual and musical contexts.	Los Pollitos sets and numbers 0–10; + / – / = cards; counting and subtraction extensions.
5.1.B	The child recognizes and names basic shapes.	Shapes are explicitly named, matched, sorted, and revisited in visual contexts.	Pimpón Shapes & Colors Enrichment Cards: 36 Shape and Color Cards; matching and classification.
5.1.C	The child recognizes spatial concepts.	Movement and picture-based activities incorporate positional vocabulary and body-in-space experiences.	La Finca: delante/detrás/cerca/lejos; Los Pajaritos: alto/bajo, debajo/encima, reinforced through illustrated scenes and movement; page searches; positioning objects and bodies.
5.1.E	The child sorts, compares, and creates patterns with objects.	Children match, classify, compare, and create repeated sequences using visual and rhythmic materials.	Vocabulary-card matching; colors/shapes sorting; Los Pajaritos TA / TI-TI / silence rhythm cards and patterns.
5.2.A	The child investigates the physical and natural worlds.	Illustrations and enrichment activities invite observation and discussion of animals, habitats, weather, living things, foods, and the natural world.	Los Pajaritos habitats; La Finca animals/weather/time of day; Pimpón science and space extensions.
5.2.C	The child uses senses and tools to investigate objects and identify solutions.	Optional hands-on extensions encourage children to observe real objects, compare characteristics, and use simple tools/materials to deepen inquiry.	Natural objects/food samples; visual observation; classroom props; teacher-selected science/STEAM extensions.

Especially strong integrated connections

MUSIC + LANGUAGE

Singing, repetition, rhythm, and illustrated text reinforce listening, vocabulary, oral language, memory, and participation.

MOVEMENT + COGNITION

Action words, tempo, spatial concepts, and movement sequences connect physical development with attention and language.

VISUALS + INQUIRY

Illustrations and cards invite children to observe, classify, compare, describe, sequence, and ask questions.

Evidence Across the I’m Bilingual!® Supplemental Spanish Curriculum for Early Childhood

The strongest alignment comes from the way the materials work together: illustrated songs establish meaningful context; vocabulary and enrichment cards deepen language and concepts; lesson plans extend learning across domains; printables provide additional practice; and music/movement experiences keep children actively engaged.

Resource / Title	Primary developmental strengths	Representative examples
La Finca	Oral language; listening; musical concepts; gross motor; spatial vocabulary; observation; sequencing; science.	Animal onomatopoeias; Vocabulary Enrichment Cards; illustrated sentences; time-of-day sequence; agudo/grave and fuerte/suave; “Vamos a Movernos”; rápido/lento.
Pimpón	Daily routines; autonomy; body awareness; nutrition; emotions; vocabulary; shapes/colors; creativity; science and space.	Routine actions; school/home vocabulary; illustrated sentences; Shapes & Colors Enrichment Cards; Numbers 1–100; nutrition extensions; feelings/friendship; STEAM and science/space connections; movement and sequencing.
Los Pollitos	Language comprehension; SEL; nurturing relationships; counting; sets; operations; sequencing; listening.	Illustrated lullaby; empathy and care; illustrated sentences; numbers 0–10; + / – / =; sets and subtraction; sequencing; rhymes; calm listening and violin instrumental.
Los Pajaritos	Action vocabulary; habitats; gross motor; steady beat; rhythm; patterns; imagination; science observation.	Air/water/forest/country environments; fly/swim/hop/run/dance; illustrated sentences; Rhythmic Cards (TA, TI-TI, silence); steady beat; pattern creation; repeated-text reading strategy.
¡Cantemos todos juntos!	Music; movement; instruments; listening; beat; tempo; dynamics; transitions; cultural repertoire.	Dance/movement songs; instrument activities; march; tempo and dynamics; listening repertoire; classroom transition and movement-break options.

What makes the alignment especially strong

Multimodal participation

Children encounter language through images, sound, movement, gesture, repetition, manipulatives, and conversation - allowing multiple entry points into learning.

Flexible supplemental design

Activities are designed to integrate with what teachers already do rather than replace an existing curriculum.

Culturally authentic Spanish

Songs and cultural perspectives from across the Spanish-speaking world position language learning within meaningful cultural context.

Field-tested classroom strategies

The program combines illustrated songs, music, movement, vocabulary, playful practice, and teacher-guided questioning in ways that have been used with young children over many years.

Multilingualism, Culture, and the 2026 New Mexico ELS

A particularly important 2026 connection

New Mexico’s Communication, Language, and Literacy domain explicitly supports multilingualism and recognizes the linguistic resources children from diverse language backgrounds bring to learning. The ELS also include a special topic on the benefits of multilingualism, emphasizing language-rich environments, home languages, cultural connection, and identity.

Why this matters for I’m Bilingual!®

- Spanish is presented through meaningful songs, illustrated books, movement, conversation, and cultural context rather than isolated vocabulary drills.
- Children are invited to listen, respond, sing, move, describe, compare, create, and communicate, supporting receptive and expressive language together.
- The repertoire and teaching approach value the diversity of the Spanish-speaking world and create opportunities for children to connect language with culture and community.
- Teachers can adapt prompts and participation according to children’s language development, prior experience, home language, and developmental level.

Professional Use Note

ELS transition

ECECD released the new Early Learning Standards in April 2026. They replace the previous Early Learning Guidelines and were released ahead of formal implementation to allow programs and practitioners time to transition.

Alignment, not endorsement

This document is an instructional crosswalk prepared by I’m Bilingual!®. It is not an official endorsement, approval, or curriculum adoption by the State of New Mexico or ECECD. The ELS are a developmental framework, not a curriculum, checklist, or assessment.

Primary Sources

New Mexico Early Childhood Education and Care Department (ECECD). New Mexico Early Learning Standards, 2026.

https://www.nmeccd.org/wp-content/uploads/2026/04/ELS-Guide_2026.pdf

ECECD Early Childhood Community Newsletter, April 13, 2026 - announcement and transition guidance for the new ELS. <https://www.nmeccd.org/2026/04/13/eccd-early-childhood-community-newsletter-april-13-2026/>

ECECD Community Call, April 7, 2026 - overview of key ELS updates and implementation transition. <https://www.nmeccd.org/wp-content/uploads/2026/04/Community-Call-Deck-April-2026.pdf>

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