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<tr>
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</thead>
<tbody>
<tr>
<td>0-9 months</td>
<td>Social</td>
<td>Children demonstrate effort in engaging others in both verbal and nonverbal</td>
<td>• Uses sounds, cries, facial expressions, and body language to convey needs</td>
<td>• Communicate with the child from the very beginning, e.g., narrate what is happening</td>
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<tr>
<td></td>
<td>Communication</td>
<td>communication and interactions.</td>
<td>• Attempts to engage in early forms of turn-taking with caregiver, e.g., coos and</td>
<td>throughout the day</td>
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<td></td>
<td>• Smiles and uses other facial expressions to initiate interactions with caregiver</td>
<td>• Pay close attention to the child’s nonverbal cues and respond thoughtfully</td>
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<td></td>
<td>• Participates in back-and-forth communication, e.g., babbles back and forth and/or</td>
<td>• Provide opportunities for uninterrupted play with the child</td>
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<td></td>
<td></td>
<td></td>
<td>plays peek-a-boo with caregiver</td>
<td>• Acknowledge and respond to the child’s communication attempts</td>
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<tr>
<td>7-18 months</td>
<td>Social</td>
<td>Children are participating in interactions with familiar others. Children also</td>
<td>• Communicates and responds by grunting, nodding, and pointing</td>
<td>• Name objects in the child’s environment</td>
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<td></td>
<td>Communication</td>
<td>begin to demonstrate simple turn-taking skills while interacting.</td>
<td>• Demonstrates understanding of a familiar sound or word, e.g., looks toward a</td>
<td>• Use words that are found in the child’s context and culture</td>
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<td>caregiver after hearing name</td>
<td>• Respond thoughtfully to the child’s attempts to interact, e.g., physically move</td>
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<td>• Responds with “yes” or “no,” using sounds, words, and/or gestures to answer simple</td>
<td>closer to a child who is holding out his arms, smile and nod to the child who is</td>
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<td></td>
<td>questions</td>
<td>smiling and clapping</td>
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<td></td>
<td>• Uses facial expressions, vocalizations, and gestures to initiate interactions with</td>
<td>• Provide opportunities for the child to communicate with other children and adults</td>
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<td>others</td>
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<td></td>
<td>• Participates in simple back-and-forth communication, using words and/or gestures</td>
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| 16-24 months | Social Communication | Children increase their capacity for complex interactions as they use a greater number of words and actions, in addition to better understanding the rules of conversational turn-taking. | • Engages in short back-and-forth interactions with familiar others using verbal and nonverbal communication, e.g., says or signs “more” after each time a caregiver completes an action the child is enjoying  
• Initiates and engages in social interaction with simple words and actions  
• Connects gestures and/or sounds to comment about a familiar object, e.g., makes a crying sound after the caregiver hugs a baby doll and says, “Hush, baby”  
• Pays attention to the person communicating for a brief period of time  
• Demonstrates an understanding of turn-taking in conversations, e.g., asks and answers simple questions | • Engage in conversations with the child during the day; follow the child’s lead in order to inform the conversations  
• Describe the child’s play, e.g., “You are pushing that car so fast!”  
• Respond thoughtfully while interacting and communicating with child, e.g., say “You did it” and clap after the child shares an accomplishment  
• Listen and respond to what the child is communicating  
• Model turn-taking through everyday interactions |
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| 21-36 months | Social         | Children maintain social interactions through the pattern of turn-taking, and are able to build upon ideas and thoughts conveyed. | • Responds verbally to an adult’s questions or comments  
• Begins to make formal requests or responses based on his or her context and culture  
• Uses repetition to maintain the conversation and obtain responses from familiar others  
• Communicates related ideas when in interactions with others  
• Uses “w” questions to initiate and expand conversations, e.g., “who,” “what,” “why”  
• Initiates and engages others using meaningful objects or ideas, e.g., points out his/her artwork or favorite toy to a caregiver to begin conversing | • Engage in conversations with the child every day; model appropriate turn-taking  
• Listen carefully to the child and follow his/her lead when communicating  
• Pick conversation topics that are meaningful to the child  
• Use open-ended questions that are meaningful to the child |
| 0-9 months   | Receptive      | Children begin to respond to verbal and nonverbal communication through the use of sounds and physical movements. | • Responds to sounds found in the environment, e.g., cries if hears a loud bang, will turn toward a familiar voice  
• Calms down when crying after hearing a soothing and familiar voice or receiving physical reassurance, e.g., a hug or gentle pats on back  
• Looks or turns toward the familiar person who says his or her name  
• Responds to gestures, e.g., waves hello after a familiar person waves to him or her | • Narrate what is happening in the child’s environment, e.g., “I am going to pick you up and then we will go change your diaper”  
• Consistently respond to the child’s verbal and nonverbal cues in a thoughtful manner  
• Name familiar people and everyday objects found in the child’s environment through verbal and nonverbal communication, e.g., verbally label, point to, touch, and gesture |
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<td>7-18 months</td>
<td>Receptive</td>
<td>Children begin to understand and respond to the meaning of actions and sounds.</td>
<td>• Engages in joint attention with a caregiver, e.g., joins in looking at the same object or shifts gaze to where someone is pointing</td>
<td>• Spend quality time with the child sharing in activities such as reading and playing with toys</td>
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<td>Communication</td>
<td></td>
<td>• Follows a one-step, simple request when a gesture is used</td>
<td>• Play games where the child can point to objects, e.g., “Where is the cup?”</td>
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<td>• Responds appropriately to familiar words, e.g., hears the words “so big,” and puts arms in air</td>
<td>• Sing songs that are culturally meaningful to the child and encourage him or her to follow along, e.g., “Twinkle, Twinkle, Little Star”</td>
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<td>• Understands approximately 100 words relevant to their experiences and cultural context</td>
<td>• Continue to name objects that the child is familiar with, e.g., family members, favorite toys and books</td>
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<td>• Engages in joint attention with a caregiver, e.g., joins in looking at the same object or shifts gaze to where someone is pointing</td>
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<td>16-24 months</td>
<td>Receptive</td>
<td>Children begin to demonstrate a complex understanding of meaning in words, facial expressions, gestures, and pictures.</td>
<td>• Recognizes and demonstrates understanding of familiar pictures, people, and objects, e.g., says “mama” while pointing to mother</td>
<td>• Continue labeling the child’s environment for him or her; name or use sign language when introducing new objects or people</td>
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<tr>
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<td>Communication</td>
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<td>• Understands simple commands and questions and can follow two-step requests with the support of gestures and prompting</td>
<td>• Use gestures while asking the child to complete actions, e.g., point to the car and point to the toy basket while saying, “Put the car in the basket.”</td>
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<td>• Demonstrates understanding of familiar words or phrases by responding appropriately, e.g., sits in chair after hearing it is snack time</td>
<td>• Ask the child questions while engaged in interactions and activities, e.g., “Can you point to the picture of the kitty?”</td>
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<td>• Points to body parts when prompted</td>
<td>• Engage in movement activities that have the child follow directions</td>
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<td>• Responds to personal pronouns, e.g., me, her, him</td>
<td>• Use books and pictures to engage the child in conversations</td>
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| 21-36 months     | Receptive Communication           | Children continue to expand their comprehension across a variety of contexts through the use of words, actions, and symbols. | Names most objects and people in a familiar environment  
• Comprehends compound statements and can follow multi-step directions  
• Demonstrates understanding of a story by reacting with sounds, facial expressions, and physical movement, e.g., laughing, widening eyes, or clapping  
• Understands simple sentences or directions with prepositions, e.g., “Put cup in sink”  
• Responds verbally and/or nonverbally to comments or questions while engaged in conversations with both peers and adults | • Continue to label the child’s environment for him or her; name or use sign language when introducing new objects or people  
• Ask the child to complete two-step actions, e.g., “Please put the cup in the sink and then wash your hands.”  
• Read with the child often; ask them questions about what just happened in the story or what will happen next  
• Ask the child about their favorite toy or friend; gently prompt them to expand their answer |
| 0-9 months       | Expressive Communication          | Children begin to experiment with sounds and other various forms of communication to show interest in and exert influence on their environment. | • Cries to signal hunger, pain, or distress  
• Uses smiles and other facial expressions to initiate social contact  
• Coos and uses physical movements to engage familiar others  
• Babbles and experiments with all types of sounds (two-lip sounds: “p,” “b,” “m”)  
• Combines different types of babbles  
• Begins to point to objects in his/her environment | • Engage in simple turn-taking, e.g., make a cooing sound after the child has made a similar noise  
• Repeat the babbling sounds that the child makes; encourage the child to make more sounds  
• Create a language-rich environment; communicate with the child throughout the day about what is happening  
• Take into account the home language of the child and try to use familiar words in that particular language |
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| 7-18 months  | Expressive Language | Children’s language progresses from babbling to utterances and to first words. Toward the end of this age period, babbling decreases as children begin to build their vocabulary. | • Babbles using the sounds of the home language  
• Creates long, babbled sentences  
• Uses nonverbal communication to express ideas, e.g., waves bye-bye, signs “more” when eating  
• Utters first words; these words are for familiar objects and people, e.g., “mama,” “bottle”  
• Names a few familiar objects in his/her environment  
• Uses one word to convey a message, e.g., “milk” for “I want milk” | • Acknowledge and respond to the child’s communication attempts  
• Expand on what the child is saying, e.g., “Milk? You want to drink milk?”  
• Show appreciation when the child is attempting to use new words  
• Talk and read with the child often; use words and books that reflect the home culture  
• Narrate what is occurring throughout the child’s day, e.g., “Let’s sit down and have lunch” |
| 16-24 months | Expressive Language | Children continue to experiment with language and expand their vocabulary as they begin to speak in two-word utterances. | • Uses more words than gestures when speaking  
• Repeats overheard words  
• Has a vocabulary of approximately 80 words  
• Begins to use telegraphic speech, consisting of phrases with words left out, e.g., “baby sleep” for “The baby is sleeping” | • Continue to engage in conversations with the child about topics meaningful to him or her  
• Encourage the child when speaking and elaborate on what the child is saying  
• Acknowledge and extend what the child is expressing, e.g., “Yes, I see the baby; the baby is sleeping” |
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| 21-36 months | Expressive Communication | Children communicate about present themes and begin to combine a few words into minisentences to express needs and wants. | • Speaks in three-word utterances, e.g., “I want ball”  
• Begins to use pronouns and prepositions, e.g., “He took my toy” and “on the table”  
• Makes mistakes, which signal that he or she is working out complex grammar rules  
• Uses adjectives in speech, e.g., “blue car”  
• Uses simple sentences, e.g., “I want the yellow cup”  
• Has a vocabulary of more than 300 words | • Model but do not correct when the child is speaking, e.g., “Oh, Mommy went to work?” after the child expresses “Mommy goed work”  
• Speak in simple sentences when communicating with the child  
• Allow children to play and experiment with language through songs and word rhymes  
• Expand on what the child is saying, e.g., “The baby is crying; maybe she is hungry?” after the child expresses, “The baby is crying.” |
| 0-9 months   | Early Literacy  | Children begin to build the foundation for early literacy by exploring printed materials and building a capacity for reading printed materials. | • Shows awareness of printed materials, e.g., stares at a picture in a book  
• Reaches out to grasp and mouth books  
• Uses multiple senses to explore books, e.g., explores books with different textures  
• Uses hands to manipulate printed materials, e.g., attempts to turn pages of a board book, grasps objects in hands  
• Points or makes sounds while looking at picture books  
• Focuses attention while looking at printed materials for brief periods of time | • Introduce books from diverse cultures and incorporate them into the child’s daily routine  
• Allow the child to explore books by mouthing and turning the pages  
• Share different types of printed materials with the child, e.g., board books, magazines, cereal boxes  
• Name and point to objects in the child’s environment  
• Spend time with the child reading and looking at books together |
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| 7-18 months    | Early Literacy | Children engage others in literacy activities, and have an increased awareness and understanding of the variety of different types of print found in their environment.                                                                 | • Points to pictures in a book and reacts, e.g., smiles when sees a picture of a dog  
• Initiates literacy activities, e.g., gestures toward a book or attempts to turn pages of a paper book or magazine  
• Imitates gestures and sounds during activities, e.g., hand actions during singing, babbles as caregiver reads book  
• Increases ability to focus for longer periods of time on printed materials  
• Grasps objects and attempts to scribble, e.g., makes a slight mark with a crayon on a piece of paper | • Provide the child with books that he or she can connect to, e.g., a book about different foods, or about family  
• Encourage the child to guess what is happening in the book or what will happen next in a story by using pictures as a guide  
• Provide opportunities for the child to use art materials such as paper, paint, and crayons  
• Create a special book with the child’s picture and ensure that it reflects the child as a unique individual; read this book often with the child |
| 16-24 months   | Early Literacy | Children become participants as they actively engage in literacy activities with printed materials.                                                                                                                                                          | • Turns the pages of a board book, one by one  
• Points to familiar pictures and actions in books  
• Repeats familiar words in a book when being read to  
• Begins to anticipate what may happen next in a familiar book, e.g., generates sounds and movements and/or uses words for pictures  
• Randomly scribbles  
• Identifies a favorite book and signals familiar others to read with him or her, e.g., brings the book over, or points and gestures | • Use songs and word rhymes; sing finger-play songs such as "pata-cake"  
• Point and name pictures in books  
• Read or sign stories that repeat words or phrases; ensure to say or sign these words or phrases in the child’s primary language if possible  
• Create designated areas in the classroom or at home where books are easily accessible to the child  
• Provide the child with opportunities to hold different types of writing utensils in his/her hands, e.g., large crayon or thick paint brushes |
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| 21-36 months | Early Literacy  | Children begin to demonstrate an understanding of printed words and materials. | • Imitates adult role when engages with printed materials, e.g., pretends to read a book or newspaper to stuffed animals or dolls  
• Participates in early literacy activities independently, e.g., sits in a reading nook and browses through the pages  
• Recites parts of a book from memory  
• Scribbles in a more orderly fashion and begins to name what he or she has drawn  
• Expresses what happens next when reading a familiar book with a caregiver, e.g., uses gestures, words, and/or sounds | • Provide access to magazines and books throughout the child’s day  
• Encourage the child to repeat words and point to objects that are found in magazines and books  
• Name objects in the child’s environment, e.g., bed, window, table, bottle  
• Spend quality time with the child during which reading is the focus; follow the child’s lead during this time |