

IELG Standards - Language Development, Communication, and Literacy

| Age | Sub-domain | Age Descriptor | Indicators for children | Strategies for interaction |
|-------------|----------------------|--|---|--|
| 0-9 months | Social Communication | Children demonstrate effort in engaging others in both verbal and nonverbal communication and interactions. | <ul style="list-style-type: none"> •Uses sounds, cries, facial expressions, and body language to convey needs •Attempts to engage in early forms of turn-taking with caregiver, e.g., coos and stares at caregiver •Smiles and uses other facial expressions to initiate interactions with caregiver •Participates in back-and-forth communication, e.g., babbles back and forth and/or plays peek-a-boo with caregiver | <ul style="list-style-type: none"> • Communicate with the child from the very beginning, e.g., narrate what is happening throughout the day • Pay close attention to the child's nonverbal cues and respond thoughtfully • Provide opportunities for uninterrupted play with the child • Acknowledge and respond to the child's communication attempts |
| 7-18 months | Social Communication | Children are participating in interactions with familiar others. Children also begin to demonstrate simple turn-taking skills while interacting. | <ul style="list-style-type: none"> •Communicates and responds by grunting, nodding, and pointing •Demonstrates understanding of a familiar sound or word, e.g., looks toward a caregiver after hearing name •Responds with "yes" or "no," using sounds, words, and/or gestures to answer simple questions •Uses facial expressions, vocalizations, and gestures to initiate interactions with others •Participates in simple back-and-forth communication, using words and/or gestures | <ul style="list-style-type: none"> • Name objects in the child's environment • Use words that are found in the child's context and culture • Respond thoughtfully to the child's attempts to interact, e.g., physically move closer to a child who is holding out his arms, smile and nod to the child who is smiling and clapping • Provide opportunities for the child to communicate with other children and adults |

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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. | <ul style="list-style-type: none"> •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 | <ul style="list-style-type: none"> • 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 Communication | Children maintain social interactions through the pattern of turn-taking, and are able to build upon ideas and thoughts conveyed. | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 to build upon what the child is saying |
| 0-9 months | Receptive Communication | Children begin to respond to verbal and nonverbal communication through the use of sounds and physical movements. | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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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| 7-18 months | Receptive Communication | Children begin to understand and respond to the meaning of actions and sounds. | <ul style="list-style-type: none"> •Engages in joint attention with a caregiver, e.g., joins in looking at the same object or shifts gaze to where someone is pointing •Follows a one-step, simple request when a gesture is used •Responds appropriately to familiar words, e.g., hears the words “so big,” and puts arms in air •Understands approximately 100 words relevant to their experiences and cultural context | <ul style="list-style-type: none"> • Spend quality time with the child sharing in activities such as reading and playing with toys • Play games where the child can point to objects, e.g., “Where is the cup?” • Sing songs that are culturally meaningful to the child and encourage him or her to follow along, e.g., “Twinkle, Twinkle, Little Star” • Continue to name objects that the child is familiar with, e.g., family members, favorite toys and books |
| 16-24 months | Receptive Communication | Children begin to demonstrate a complex understanding of meaning in words, facial expressions, gestures, and pictures. | <ul style="list-style-type: none"> •Recognizes and demonstrates understanding of familiar pictures, people, and objects, e.g., says “mama” while pointing to mother •Understands simple commands and questions and can follow two-step requests with the support of gestures and prompting •Demonstrates understanding of familiar words or phrases by responding appropriately, e.g., sits in chair after hearing it is snack time •Points to body parts when prompted •Responds to personal pronouns, e.g., me, her, him | <ul style="list-style-type: none"> • Continue labeling the child’s environment for him or her; name or use sign language when introducing new objects or people • 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.” • Ask the child questions while engaged in interactions and activities, e.g., “Can you point to the picture of the kitty?” • Engage in movement activities that have the child follow directions • Use books and pictures to engage the child in conversations |

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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. | <p>Names most objects and people in a familiar environment</p> <ul style="list-style-type: none"> •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 | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> •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 | <ul style="list-style-type: none"> • 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 Communication | 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. | <ul style="list-style-type: none"> •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" | <ul style="list-style-type: none"> • 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 Communication | Children continue to experiment with language and expand their vocabulary as they begin to speak in two-word utterances. | <ul style="list-style-type: none"> •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" | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> •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 | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> •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 •Eocuses attention while looking at printed materials for brief periods of time | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> •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 | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> •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 | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> •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 | <ul style="list-style-type: none"> • 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 |