In communicative exchanges, participants begin by each paying attention to the other and to what is said. And they ground each piece of new information. That is, they add new information to common ground. With adults, this is done by asserting, displaying, presupposing, or exemplifying understanding as the exchange progresses. In this talk, I focus (a) on how participants in adult-child exchanges establish joint attention, and (b) on the evidence young children offer of grounding new information—in particular new words and information about those words. I will draw first on analyses of gesture, gaze, and talk from video-taped sessions of parent-child dyads in which the parent introduces a one- or two-year-old child to a set of unfamiliar objects; and second, on analyses of longitudinal data from the CHILDES archive where I focus on adult offers of new words and children's responses to such offers.