<table>
<thead>
<tr>
<th>Desired Results Developmental Profile - K (2015)</th>
<th>California Preschool Learning Foundations- Volume 1 At around 60 months of Age</th>
<th>California Common Core State Standards By the end of Kindergarten</th>
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| **SED 1**  
Social and Emotional Development (SED)  
Identity of Self in Relation to Others:  
Child shows increasing awareness of self as distinct from and also related to others. | SELF 1.0 Self Awareness  
Social and Emotional Development (SED)  
SELF 3.0 Social and Emotional Understanding  
SELF 4.0 Empathy and Caring | 1.1 Compare their characteristic with those of others and display a growing awareness of their psychological characteristics, such as thoughts and feelings.  
3.1 Begin to comprehend the mental and psychological reasons people as they do and how they contribute to differences between people.  
4.1 Respond to another’s distress and needs with sympathetic caring and are more likely to assist. |
| **SED 2**  
Social and Emotional Understanding:  
Child shows developing understanding of people’s behaviors, feelings, thoughts, and individual characteristics. | SOCIAL INTERACTION 1.0 Interactions with Familiar Adults  
RELATIONSHIPS 1.0 Attachment to Parents | 1.1 Participate in longer and more reciprocal interactions with familiar adults and take greater initiative in social interaction.  
1.1 Take greater initiative in seeking support from their primary family attachment figures.  
1.2 Contribute to positive mutual cooperation with their primary family attachment figures.  
1.3 After experience with out-of-home care, comfortably depart from their primary family attachment figures. Also maintain well-being while apart from primary family attachment figures during the day. |
| **SED 3**  
Relationships and Social Interactions with Familiar Adults:  
Child develops close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with familiar adults. |  
|
## Desired Results Developmental Profile - K (2015)

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<td><strong>SED 4</strong> Relationships and Social Interactions with Peers: Child becomes competent and cooperative in interactions with peers and develops friendships with several peers.</td>
<td>RELATIONSHIPS 2.0 Close Relationships with Teachers and Caregivers 2.1 Take greater initiative in seeking the support of their primary teachers and caregivers. 2.2 Contribute to positive mutual cooperation with their primary teachers and caregivers.</td>
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<td>SOCIAL INTERACTION 2.0 Interactions with Peers 2.1 More actively and intentionally cooperate with each other.</td>
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<td>SOCIAL INTERACTION 3.0 Group Participation 3.1 Participate positively and cooperatively as group members.</td>
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<td>SOCIAL INTERACTION 4.0 Cooperation and Responsibility 4.1 Have growing capacities for self-control and are motivated to cooperate in order to receive adult approval and think approvingly of themselves.</td>
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<td>RELATIONSHIPS 3.0 Friendships 3.1 Friendships are more reciprocal, exclusive and enduring.</td>
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<td><strong>SED 5</strong> Symbolic and Sociodramatic Play: Child develops the capacity to use objects to represent other objects or ideas and to engage in symbolic play with others.</td>
<td>SOCIAL INTERACTIONS 2.0 Interactions with Peers 2.2 Create more complex sequences of pretend play that involve planning, coordination of roles, and cooperation.</td>
<td></td>
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### References:

- **Alignment of the California Preschool Learning Foundations with Key Early Educational Resources** – [www.cde.ca.gov/sp/cd/re/pssalignment.asp](http://www.cde.ca.gov/sp/cd/re/pssalignment.asp): The California Department of Education publication presents the developmental continuum of learning for children from birth through kindergarten. It shows the connection that the nine domains of preschool learning foundations have with the Common Core State Standards and the California Content Standards.
- **Desired Results Developmental Profile - Kindergarten (DRDP-K (2015))** - [http://www.drdspr.org/drdspr.html](http://www.drdspr.org/drdspr.html): Developed by the California Department of Education as an assessment instrument designed for teachers to observe, document, and reflect on the learning, development, and progress of all children during the kindergarten year.