

Carrier Phrase Picture Cards

SECTION 1 · THE PICTURE CARDS — COLOR

SENTENCE STARTER CARDS

REFERENCE

Sentence Starter Picture Cards — Color

I see a — 	I see a — 	I see a — 	I see a — 
I want the — 	I want the — 	I want the — 	I want the — 
The — is here 	The — is here 	The — is here 	The — is here 
I can — 	I can — 	I can — 	I can — 

ONE FRAME A ROW · 6 PICTURES A CHILD MAY NAME ANOTHER WAY

Print on cardstock and cut on the dashed lines; each row is one frame, so one straight cut splits the frames. Drawn to hold their shape in full color and stay readable at 1 inch. Same 16 cards in the ink-saver black-and-white set; page 8. A child may name a picture another way: **dog** (puppy), **cat** (kitty), **hat** (top hat), **run** (runner), **swim** (swimmer), **dance** (dancer). Decide once, in your own scoring rule, how that is marked.

FRAMES AND A DATA SHEET, NOT A SCRIPT

The card gives the frame and the picture. No prompting or cueing script is included; how you show the card and what counts as a correct sentence are your own rule and your team's call. The quick probe forms start on page 10, the full-deck form is on page 11, and each has a line for what the child actually said.

Carrier Phrase Sentence Starter Picture Cards

Page 6 of 19

+ BRIGHT PATH SPED

TRACK

Quick Probe Forms A, B and C

SENTENCE STARTER CARDS

res from each frame. Forms A and B split the 16 cards between them with no overlap; Form C is a correct sentence by your own scoring rule, — for an error or no response, and named without the frame, a frame word left out; see page 6 for names a child which is this clinician's call, written once and reused every session.

DATE

FORM GIVEN (A, B OR C)

RE

the picture on this form. The printed sentence under each picture is the target. is a correct sentence by your own scoring rule, — for an error or no response, and named without the frame, a frame word left out; see page 6 for names a child which is this clinician's call, written once and reused every session.

untimed

					
I want the apple	I want the banana	The chair is here	The bed is here	I can run	I can swim
□ □ □	□ □ □	□ □ □	□ □ □	□ □ □	□ □ □

WHAT WAS SAID (VERBATIM), IF NOT THE TARGET

timed

				
I want the hat	The door is here	The car is here	I can dance	I can clap
□ □ □	□ □ □	□ □ □	□ □ □	□ □ □

WHAT WAS SAID (VERBATIM), IF NOT THE TARGET

timed

				
I want the hat	The chair is here	The bed is here	I can swim	I can clap
□ □ □	□ □ □	□ □ □	□ □ □	□ □ □

WHAT WAS SAID (VERBATIM), IF NOT THE TARGET

Page 10 of 19

+ BRIGHT PATH SPED

+ BRIGHT PATH SPED

19 PAGES

16 CARDS, 4 FRAMES

4 PROBE FORMS

FILLABLE PDF

What Is Inside, and Where

Before you begin

PAGE 4



Start Here —
Three Steps
[START HERE](#)

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01 The Picture Cards — Color

PAGE 6



Sentence Starter
Picture Cards —
Color
[REFERENCE](#)

6

02 The Picture Cards — Ink-Saver (Black and White)

PAGE 8



Sentence Starter
Picture Cards —
Ink-Saver
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03 Probe and Track

PAGES 10–14



Quick Probe
Forms A, B and C
[CHECKLIST](#)

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Full-Deck Probe
— All Sixteen
Sentences
[CHECKLIST](#)

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Data Log
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Percent Graph
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Caseload
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04 Share and Write

PAGES 16–18



Practice at Home
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Phrase Bank
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Filled Example
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A FRAME, THEN A PICTURE

Every card prints a sentence frame — “I see a ____,” “I want the ____,” “The ____ is here,” “I can ____” — with the picture under it, so the target is a three- or four-word sentence, not one word.

EVERY QUICK FORM IS A FAIR MIX

Each quick form (page 10) carries two pictures from every frame, so no form is all one sentence.

FRAMES, NOT A SCRIPT

The cards give the frame and the picture. They do not replace a scoring rule, a cueing decision, or a criterion — those stay the clinician's call throughout this file.

Start Here — Three Steps

Ninety seconds of reading. The cards themselves need no setup.



1

Print or load the cards

Print the color card page (page 6) or the ink-saver page (page 8) on cardstock and cut the cards apart, or open the file on a tablet and show a card from the screen.

Each card has a printed sentence frame with a picture under it. There are 4 frames, one to a row.



2

Show a card, mark the sentence

Show a card and mark what the child says against the printed sentence.

Mark +, – or ≈ on a quick form (page 10) or the full-deck form (page 11), and write down what was said when it was not the target.



3

Log it and graph the percent

Copy the correct-out-of-total onto the data log (page 12) the same day.

Plot the percent on the graph (page 13); update the caseload page (page 14) on whatever schedule your team reviews data.

Send the family page (page 16) home the same week — it uses the same pictures, so a child recognizes the practice set at home.

WHAT THIS FILE IS

A fillable PDF with drawn picture cards built in: a printed sentence frame with a picture under it. It works offline, with no account or subscription, and looks the same on every machine that opens it.

WHAT THIS FILE IS NOT

It is not an editable online slideshow or word-processor document, and it is not a norm-referenced or standardized test. It carries no elicitation, cueing or modeling script; it gives the frames and the pictures and describes how to mark and total them.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

This file does not decide what counts as a correct sentence, a criterion, or a typical rate. Every one of those is a blank you fill in from your own scoring rule and your team's judgment.

IF SOMETHING DOES NOT WORK

A field will not hold my typing. Open the file in Adobe Acrobat Reader (free) or Preview, not a browser tab.

I need a picture this deck does not have. Use the **Ask a Question** tab on the product page; a new picture is a free update where the art honestly shows the word.

CONFIDENTIALITY, AND WHERE THIS FILE LIVES IN A CASELOAD FOLDER

A filled-in probe form, log or caseload page is a student record: initials only on anything that leaves your hands, first name only on the family page. Print the picture cards once and keep the set in an envelope with this file; the log, graph and caseload page stay in the student's data folder so the trend is the first thing anyone finds.

REFERENCE

Sentence Starter Picture Cards — Color

I see a ——— 	I see a ——— 	I see a ——— 	I see a ——— 
I want the ——— 	I want the ——— 	I want the ——— 	I want the ——— 
The ——— is here 	The ——— is here 	The ——— is here 	The ——— is here 
I can ——— 	I can ——— 	I can ——— 	I can ——— 

ONE FRAME A ROW • 6 PICTURES A CHILD MAY NAME ANOTHER WAY

Print on cardstock and cut on the dashed lines; each row is one frame, so one straight cut splits the frames. Drawn to hold their shape in full color and stay readable at 1 inch. Same 16 cards in the ink-saver black-and-white set: page 8. A child may name a picture another way: **dog** (puppy), **cat** (kitty), **hat** (top hat), **run** (runner), **swim** (swimmer), **dance** (dancer). Decide once, in your own scoring rule, how that is marked.

FRAMES AND A DATA SHEET, NOT A SCRIPT

The card gives the frame and the picture. No prompting or cueing script is included; how you show the card and what counts as a correct sentence are your own rule and your team's call. The quick probe forms start on page 10, the full-deck form is on page 11, and each has a line for what the child actually said.

REFERENCE

Sentence Starter Picture Cards — Ink-Saver

I see a ——— 	I see a ——— 	I see a ——— 	I see a ——— 
I want the ——— 	I want the ——— 	I want the ——— 	I want the ——— 
The ——— is here 	The ——— is here 	The ——— is here 	The ——— is here 
I can ——— 	I can ——— 	I can ——— 	I can ——— 

ONE FRAME A ROW • 6 PICTURES A CHILD MAY NAME ANOTHER WAY

Print on cardstock and cut on the dashed lines; each row is one frame, so one straight cut splits the frames. Pure black outlines, so a photocopier spends the least ink it can. Same 16 cards in the full-color set: page 6. A child may name a picture another way: **dog** (puppy), **cat** (kitty), **hat** (top hat), **run** (runner), **swim** (swimmer), **dance** (dancer). Decide once, in your own scoring rule, how that is marked.

FRAMES AND A DATA SHEET, NOT A SCRIPT

The card gives the frame and the picture. No prompting or cueing script is included; how you show the card and what counts as a correct sentence are your own rule and your team's call. The quick probe forms start on page 10, the full-deck form is on page 11, and each has a line for what the child actually said.



CHECKLIST

Quick Probe Forms A, B and C

Three forms of 8, two pictures from each frame. Forms A and B split the 16 cards between them with no overlap; Form C is a fixed mix of 8 of the same cards, since three forms of eight cannot all be different from a deck of sixteen. Every card is scored again on the full-deck form, page 11.

STUDENT

DATE

FORM GIVEN (A, B OR C)

HOW TO MARK EACH PICTURE

Show the card, or point to the picture on this form. The printed sentence under each picture is the target.

Mark + if what the child says is a correct sentence by your own scoring rule, – for an error or no response, and ≈ for a close one (the picture named without the frame, a frame word left out; see page 6 for names a child may use). What counts as which is this clinician's call, written once and reused every session.

Form A 8 sentences, 2 from each frame • untimed



I see a dog

☐ ☐ ☐
+ – ≈


I see a cat

☐ ☐ ☐
+ – ≈


I want the apple

☐ ☐ ☐
+ – ≈


I want the banana

☐ ☐ ☐
+ – ≈

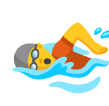

The chair is here

☐ ☐ ☐
+ – ≈


The bed is here

☐ ☐ ☐
+ – ≈


I can run

☐ ☐ ☐
+ – ≈


I can swim

☐ ☐ ☐
+ – ≈

SCORE (CORRECT OUT OF 8)

WHAT WAS SAID (VERBATIM), IF NOT THE TARGET

Form B 8 sentences, 2 from each frame • untimed



I see a cow

☐ ☐ ☐
+ – ≈


I see a bus

☐ ☐ ☐
+ – ≈


I want the carrot

☐ ☐ ☐
+ – ≈


I want the hat

☐ ☐ ☐
+ – ≈


The door is here

☐ ☐ ☐
+ – ≈


The car is here

☐ ☐ ☐
+ – ≈


I can dance

☐ ☐ ☐
+ – ≈


I can clap

☐ ☐ ☐
+ – ≈

SCORE (CORRECT OUT OF 8)

WHAT WAS SAID (VERBATIM), IF NOT THE TARGET

Form C 8 sentences, 2 from each frame • untimed



I see a cat

☐ ☐ ☐
+ – ≈


I see a bus

☐ ☐ ☐
+ – ≈


I want the apple

☐ ☐ ☐
+ – ≈


I want the hat

☐ ☐ ☐
+ – ≈


The chair is here

☐ ☐ ☐
+ – ≈


The bed is here

☐ ☐ ☐
+ – ≈


I can swim

☐ ☐ ☐
+ – ≈


I can clap

☐ ☐ ☐
+ – ≈

SCORE (CORRECT OUT OF 8)

WHAT WAS SAID (VERBATIM), IF NOT THE TARGET



CHECKLIST

Full-Deck Probe — All Sixteen Sentences

STUDENT

DATE

FRAMES SCORED (ALL, OR WHICH)

#	CARD — THE TARGET SENTENCE	SENTENCE	WHAT WAS SAID (VERBATIM, IF NOT THE TARGET)
1	 I see a dog	☐ ☐ ☐ + - n	
2	 I see a cat	☐ ☐ ☐ + - n	
3	 I see a cow	☐ ☐ ☐ + - n	
4	 I see a bus	☐ ☐ ☐ + - n	
5	 I want the apple	☐ ☐ ☐ + - n	
6	 I want the banana	☐ ☐ ☐ + - n	
7	 I want the carrot	☐ ☐ ☐ + - n	
8	 I want the hat	☐ ☐ ☐ + - n	
9	 The chair is here	☐ ☐ ☐ + - n	
10	 The bed is here	☐ ☐ ☐ + - n	
11	 The door is here	☐ ☐ ☐ + - n	
12	 The car is here	☐ ☐ ☐ + - n	
13	 I can run	☐ ☐ ☐ + - n	
14	 I can swim	☐ ☐ ☐ + - n	
15	 I can dance	☐ ☐ ☐ + - n	
16	 I can clap	☐ ☐ ☐ + - n	

I SEE A ... (OF 4)

I WANT THE ... (OF 4)

THE ... (OF 4)

I CAN ... (OF 4)

TOTAL SENTENCES CORRECT (OUT OF 16)

CARRIED TO THE LOG ON PAGE 12



TRACKER

Percent Graph

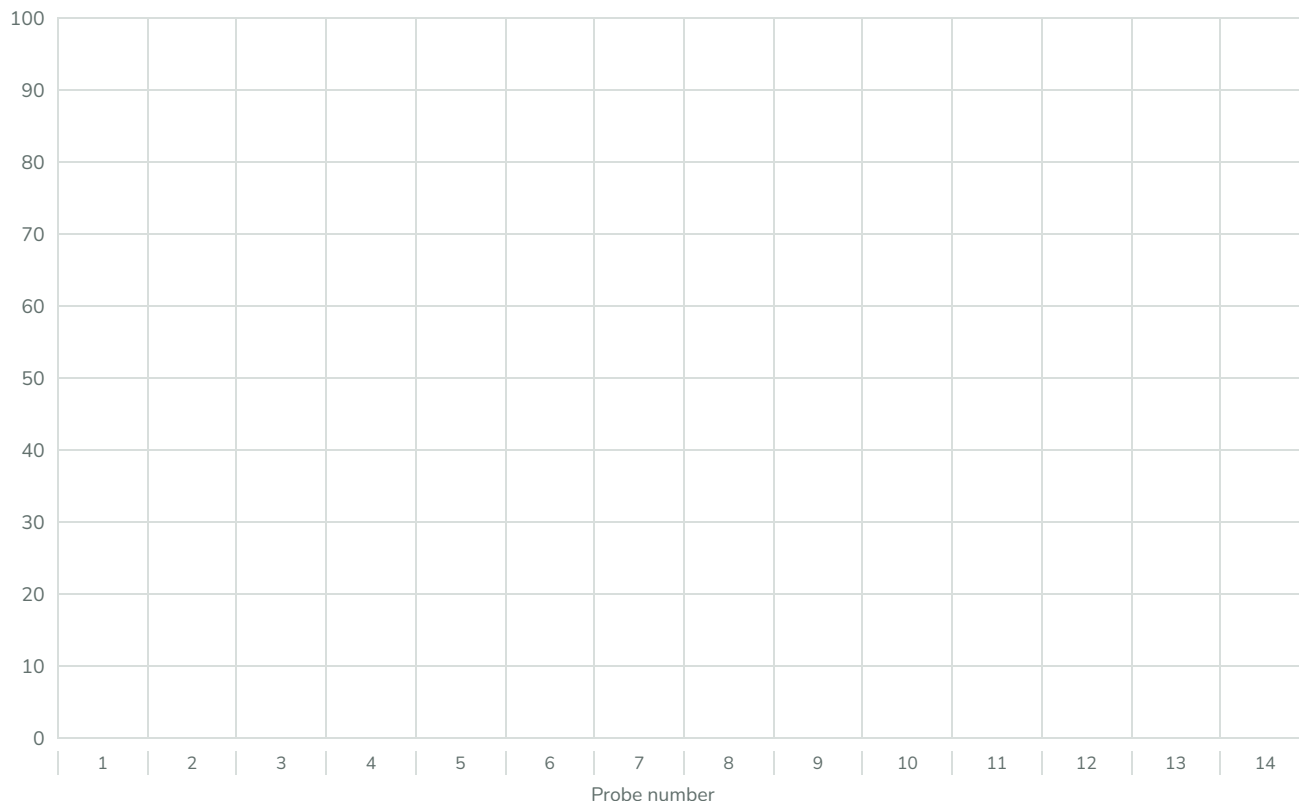
Fourteen probes across. Copy this page once per set of frames, the same way as the log.

STUDENT

FRAME(S) GRAPHED HERE

CRITERION (YOUR TEAM SETS IT)

PERCENT CORRECT • PLOT ONE DOT PER PROBE, THEN DRAW THE TREND



READING THREE POINTS IN A ROW

Three probes in a row flat or moving the wrong way is a reason to look at the notes column on the log, not a reason to wait for a fourth. This page counts what is plotted; it does not decide what a flat line means for this student.

COPYING THIS PAGE

Keep one graph per set of frames, the same way as the log: a student probed on one frame at a time gets a copy per frame, labeled in the field above, never one line mixing them.

SETTING THE CRITERION FIELD

This page does not print a sample number or a typical rate for producing sentences. Write the criterion your team agreed to (from the goal, or from the baseline on the data log, page 12) in the field above before the first probe, so every dot after it is read against the same line.

BRINGING THIS PAGE TO A MEETING

A trend line is easier to read across a table than a stack of percentages. Photocopy or screenshot this page for the annual review or a family conference; the raw rows stay on the data log, out of the meeting packet.

 NOTES

Practice at Home

Send home the same week these pictures are new in session. No jargon, no percents — the data log already has those.

STUDENT

WEEK OF

FROM (SLP)

THIS WEEK'S SENTENCES (CIRCLE THE ONES WE PRACTICED)



I see a dog



I want the apple



The chair is here



I can run

SOMETHING THAT WENT WELL

TWO MINUTES AT HOME (WRITE IT IN YOUR OWN WORDS)

Look at a picture together and read the words printed on the card. Write down what your child said.

WE PRACTICED (INITIAL THE DAY)

MON	TUE	WED	THU	FRI	SAT	SUN

SENTENCES WE HEARD OUTSIDE OF PRACTICE TIME

Anywhere a child said a whole sentence — at the table, in the car, at bedtime.

ANYTHING TO FLAG BEFORE NEXT SESSION

QUESTIONS? BEST WAY TO REACH ME

SIGNATURE (FAMILY), IF YOUR SCHOOL ASKS FOR IT

EXAMPLE

Filled Example

SAMPLE · INVENTED STUDENT

Every number in the read-out is re-counted straight from the table above.

Nora is invented, and so is every mark on this page. Eight quick probes of the sentence cards, Forms A, B and C rotating.

#	DATE	FORM	CORRECT	OUT OF	PERCENT	NOTES
1	9/9	A	3	8	38%	baseline
2	9/16	B	2	8	25%	baseline
3	9/23	C	3	8	38%	baseline
4	9/30	A	4	8	50%	on the apple card said “want apple” (Form A); marked – by this clinician’s rule
5	10/7	B	4	8	50%	–
6	10/14	C	5	8	63%	5 of 8, the first time above half
7	10/21	A	6	8	75%	–
8	10/28	B	7	8	88%	7 of 8, the highest so far

READING THE NUMBERS

Sessions 1–3 (Forms A, B, C) scored 3, 2 and 3 of 8: baseline is the median of the three, 3 of 8, 38 percent. By session 8, Nora produced 7 of 8 sentences, 88 percent — a 50 percentage-point rise from baseline. Every percent above is that row’s own correct count divided by 8, times 100, rounded to a whole number (a half rounds up).

A LINE THIS LOG COULD WRITE

“On picture probes of printed sentence frames (8 pictures, untimed), Nora produced the sentence on 3 of 8 at baseline in September and 7 of 8 on the most recent probe in October.”

WHERE NORA WOULD SIT ON THE CASELOAD PAGE

One row: frames “all four,” baseline 38 percent, current 88 percent, trend up, decision “continue current plan” — the same numbers this table already shows, carried onto page 14 in one line instead of eight rows.

WHAT THIS EXAMPLE IS NOT

One invented child’s eight sessions. It does not predict how quickly any real student will move, and it sets no typical rate for producing sentences — it exists only to show how the log, the table and the graph read once numbers are actually on them.

READING THE VERBATIM NOTE

The session-4 note shows what the verbatim line is for: on the apple card (Form A, frame “I want the ...”) Nora said “want apple,” the frame word left out. This clinician’s own rule counted that as not correct, so it was marked –; another team might mark it ≈. The file records what was said and leaves the rule to the clinician.