

L Sound Picture Cards & Progress Monitoring

SECTION 1 · THE PICTURE CARDS — COLOR

L SOUND PICTURE CARDS

REFERENCE

Initial Position Picture Cards

12 pictures with /l/ at the start of the word, in the full-color set. The same 12 pictures in the ink-saver black-and-white set are on page 10.



CUTTING THESE APART

Print on cardstock, cut along the dashed line around each card, and store the set in an envelope or a ring. Every picture is drawn to hold its shape in full color and stay readable at 1 inch.

SHOWING A CARD

Hold up one card at a time, in any order. The child names the picture; you listen for the /l/ sound in the "initial" position of the word they say. No prompting or cueing script is included here — that call belongs to the clinician.

THIS SET INCLUDES L-BLEND WORDS

Some initial-position cards start with /l/ alone (leaf, lion); others start with an l-blend such as /cl/, /fl/, /gl/, /pl/ or /sl/ (cloud, flag, glove, plant, slide). Sort them apart yourself if a goal targets only the singleton sound, not the blend.

TRACK

Initial Position Probe Forms

L SOUND PICTURE CARDS

Each form is drawn from the 12-picture initial-position bank above — the bank is small on purpose (readable by a young child), so pictures repeat across the three forms in a different mix and repeats twice inside one form.

DATE

FORM GIVEN (A, B OR C)

For each picture on this form, Mark + if the /l/ sound in this word is produced the way you want (as correct, — for an error, and ≈ for an approximation — what counts as which is up to you and reused every session.



What Is Inside, and Where

24 pages: 36 pictures, in color and ink-saver black and white, nine probe forms and a worked example.

Before you begin

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Three Steps
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01 The Picture Cards — Color

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Medial Position
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Picture Cards —
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Final Position
Picture Cards —
Ink-Saver
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03 Probe and Track

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Medial Position
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THREE POSITIONS, NOT THREE DIFFICULTY LEVELS

Initial, medial and final are not easy, medium and hard — a student can be strong in one position and still working on another. Pick the position the goal names, not the first one on the shelf.

L-BLENDS LIVE IN THE INITIAL SET

This file has three positions, not four: l-blend words (clock, flag, glove, plant, slide) are cards inside the initial position set, not a separate section.

PICTURES, NOT A SCRIPT

The pictures replace the word list a child cannot yet read. 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 three picture-card pages on cardstock and cut them apart, or open the file on a tablet and show a card from the screen.

Pick the position the goal already names — initial (including l-blends), medial or final — the contents page (page 3) sends you to the right set.



2

Show a card, mark the response

Hold up a picture. The child names it; listen for the /l/ sound in the position that card belongs to.

Mark +, – or ≈ on the matching probe form as you go.



3

Log it and graph the percent

Copy the correct-out-of-total onto the data log (page 17) the same day.

Plot the percent on the graph (page 18); update the caseload page (page 19) on whatever schedule your team reviews data.

Send the family page (page 21) 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. 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 stimulability script; it describes how to mark and total the pictures already printed.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

This file does not decide what counts as a correct production, a criterion, or a typical age for the /l/ sound. 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 set does not have. Use the **Ask a Question** tab on the product page; a new picture is a free update.

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

Initial Position Picture Cards

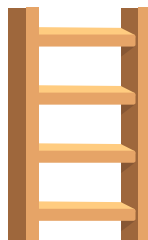
12 pictures with /l/ at the start of the word, in the full-color set. The same 12 pictures in the ink-saver black-and-white set are on page 10.



leaf



lion



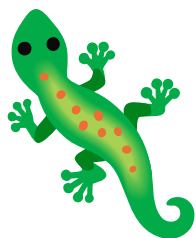
ladder



lemon



lock



lizard



cloud



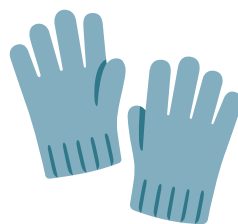
flag



slide



plant



glove



plane

CUTTING THESE APART

Print on cardstock, cut along the dashed line around each card, and store the set in an envelope or a ring. Every picture is drawn to hold its shape in full color and stay readable at 1 inch.

SHOWING A CARD

Hold up one card at a time, in any order. The child names the picture; you listen for the /l/ sound in the “initial” position of the word they say. No prompting or cueing script is included here — that call belongs to the clinician.

THIS SET INCLUDES L-BLEND WORDS

Some initial-position cards start with /l/ alone (leaf, lion); others start with an l-blend such as /cl/, /fl/, /gl/, /pl/ or /sl/ (cloud, flag, glove, plant, slide). Sort them apart yourself if a goal targets only the singleton sound, not the blend.

REFERENCE

Initial Position Picture Cards — Ink-Saver

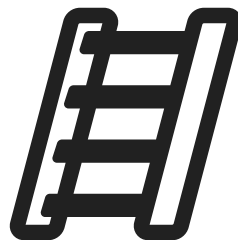
12 pictures with /l/ at the start of the word, in the ink-saver black-and-white set. The same 12 pictures in the full-color set are on page 6.



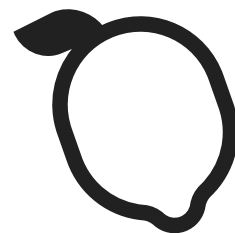
leaf



lion



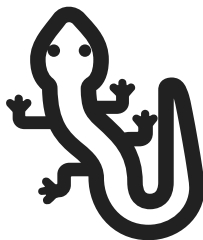
ladder



lemon



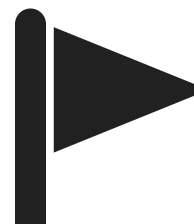
lock



lizard



cloud



flag



slide



plant



glove



plane

CUTTING THESE APART

Print on cardstock, cut along the dashed line around each card, and store the set in an envelope or a ring. Every picture is drawn as pure black outlines, so it costs the least ink a photocopier can spend.

SHOWING A CARD

Hold up one card at a time, in any order. The child names the picture; you listen for the /l/ sound in the “initial” position of the word they say. No prompting or cueing script is included here — that call belongs to the clinician.

THIS SET INCLUDES L-BLEND WORDS

Some initial-position cards start with /l/ alone (leaf, lion); others start with an l-blend such as /cl/, /fl/, /gl/, /pl/ or /sl/ (cloud, flag, glove, plant, slide). Sort them apart yourself if a goal targets only the singleton sound, not the blend.



CHECKLIST

Initial Position Probe Forms

Three forms, 6 pictures each, drawn from the 12-picture initial-position bank above — the bank is small on purpose (every picture has to be nameable by a young child), so pictures repeat across the three forms in a different mix and order each time; no picture repeats twice inside one form.

STUDENT

DATE

FORM GIVEN (A, B OR C)

HOW TO MARK EACH PICTURE

Show the card, or point to the picture on this form. Mark + if the /l/ sound in this word is produced the way your own scoring rule counts as correct, – for an error, and ≈ for an approximation — what counts as which is this clinician's call, written once and reused every session.

Form A 6 pictures · untimed



lion

☐ ☐ ☐
+ – ≈


plane

☐ ☐ ☐
+ – ≈


plant

☐ ☐ ☐
+ – ≈


cloud

☐ ☐ ☐
+ – ≈


lizard

☐ ☐ ☐
+ – ≈


slide

☐ ☐ ☐
+ – ≈

SCORE (CORRECT OUT OF 6)

Form B 6 pictures · untimed



ladder

☐ ☐ ☐
+ – ≈


plant

☐ ☐ ☐
+ – ≈


flag

☐ ☐ ☐
+ – ≈


lizard

☐ ☐ ☐
+ – ≈


lemon

☐ ☐ ☐
+ – ≈


plane

☐ ☐ ☐
+ – ≈

SCORE (CORRECT OUT OF 6)

Form C 6 pictures · untimed



slide

☐ ☐ ☐
+ – ≈


lock

☐ ☐ ☐
+ – ≈


lemon

☐ ☐ ☐
+ – ≈


ladder

☐ ☐ ☐
+ – ≈


cloud

☐ ☐ ☐
+ – ≈


glove

☐ ☐ ☐
+ – ≈

SCORE (CORRECT OUT OF 6)



TRACKER

Percent Graph

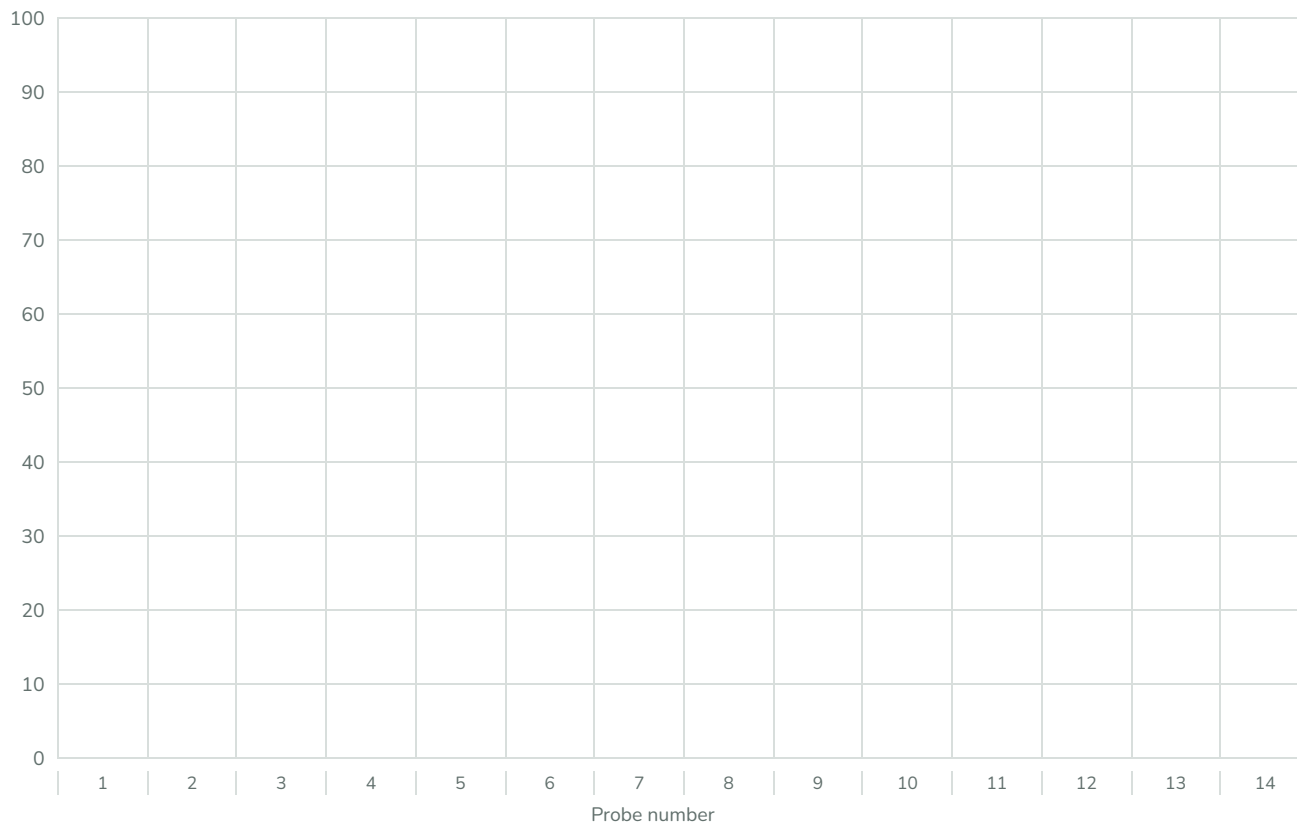
Fourteen probes across. Copy this page once per position, the same way as the log.

STUDENT

POSITION 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 position, the same way as the log: a student working on initial and final gets two copies of this page, each labeled in the field above, never one line mixing two positions.

SETTING THE CRITERION FIELD

This page does not print a sample number or a typical rate for the /l/ sound. Write the criterion your team agreed to (from the goal, or from the baseline on the data log, page 17) 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 PICTURES (CIRCLE THE ONES WE PRACTICED)


leaf


plane


balloon


koala


ball


apple

SOMETHING THAT WENT WELL

TWO MINUTES AT HOME (SAY THE WORD, THEN THE PICTURE)

Point to a card; your child says the word. No correcting mid-word — just try again on the next card.

WE PRACTICED (INITIAL THE DAY)

MON	TUE	WED	THU	FRI	SAT	SUN

WORDS WE NOTICED OUTSIDE OF PRACTICE TIME

Anywhere the sound showed up on its own — a lollipop, the playground slide, a book 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 probes on the initial position of the /l/ sound (including l-blend words), Forms A, B and C rotating.

#	DATE	FORM	CORRECT	OUT OF	PERCENT	NOTES
1	9/8	A	1	6	17%	baseline
2	9/15	B	2	6	33%	baseline
3	9/22	C	1	6	17%	baseline
4	9/29	A	2	6	33%	–
5	10/6	B	3	6	50%	–
6	10/13	C	3	6	50%	three sessions above the earliest score—team kept the plan
7	10/20	A	4	6	67%	–
8	10/27	B	5	6	83%	highest score of the eight probes

READING THE NUMBERS

Sessions 1–3 (Forms A, B, C) scored 1, 2 and 1 of 6: baseline sits at 1 of 6, 17 percent, the lower two of the three. By session 8, Nora scored 5 of 6, 83 percent — a 66 percentage-point rise from baseline. Every percent above is that row's own correct count divided by 6, rounded to the nearest whole number.

A LINE THIS LOG COULD WRITE

“On picture probes of the initial position of /l/ (6 pictures, untimed), Nora produced the target sound correctly in 1 of 6 pictures at baseline in September and 5 of 6 on the most recent probe in October.”

WHERE NORA WOULD SIT ON THE CASELOAD PAGE

One row: baseline 17 percent, current 83 percent, trend up, decision “continue current plan” — the same numbers this table already shows, carried onto page 19 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 the /l/ sound — it exists only to show how the log, the table and the graph read once numbers are actually on them.

MEDIAL AND FINAL WOULD EACH GET THEIR OWN COPY

This example tracks only the initial position. If Nora were also working on the medial or final position of /l/, each would get its own copy of the data log, its own graph, and its own row of numbers here — the three positions are never averaged together into one score.