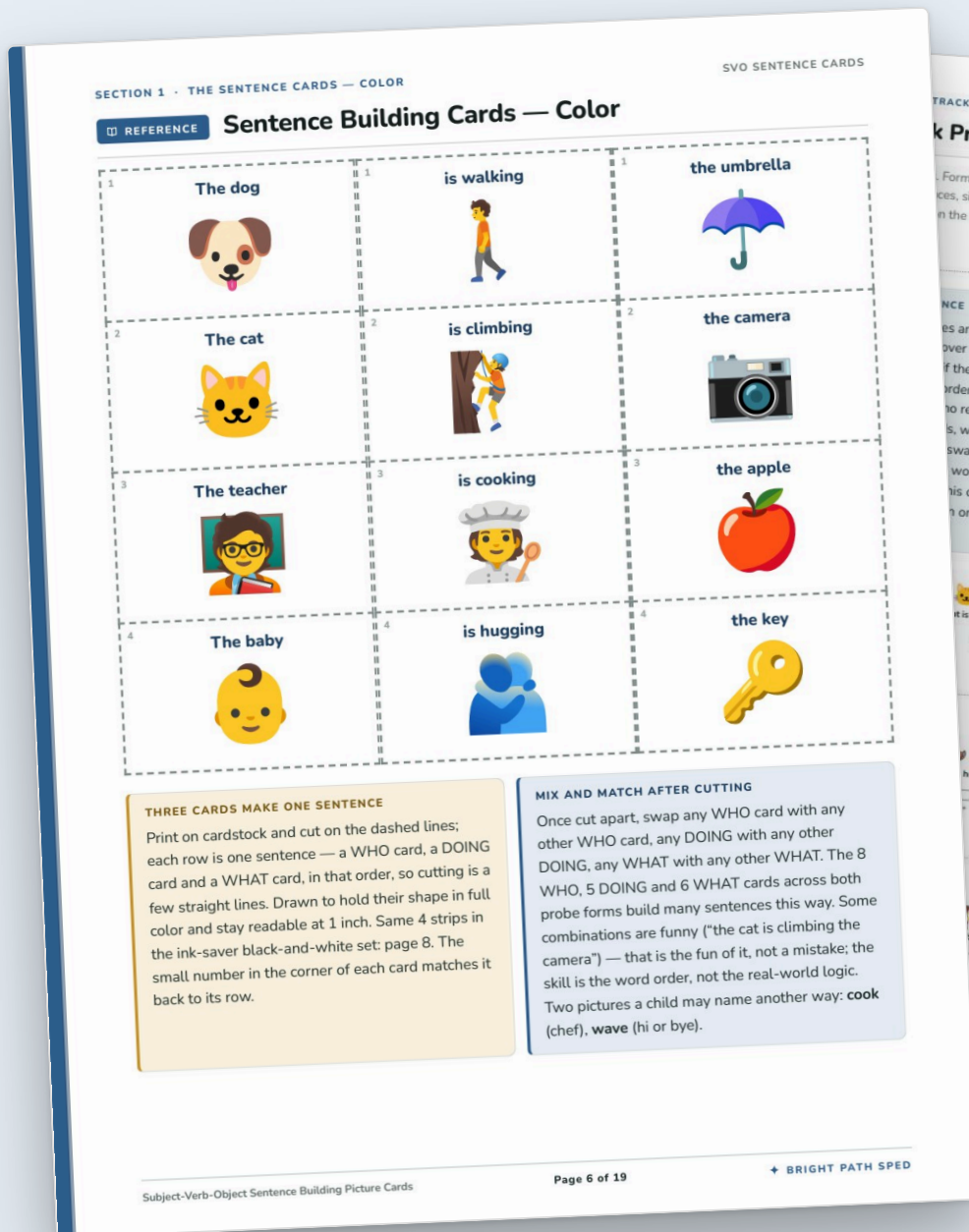


Subject-Verb-Object Sentence Building Cards



TRACK

k Probe Forms A, B and C

SVO SENTENCE CARDS

Forms A and B split the 8-sentence bank between them with no overlap; Form C is a fixed set of 4 sentences, since three forms of four cannot all be different from a bank of eight. Every sentence is in the full-deck form, page 11.

DATE

FORM GIVEN (A, B OR C)

NCE

es and the printed
over the matching cut
if the child says the
order, by your own
no response, and
is, wrong order; or
swapped). The full-
words and the
his quick form is one
once and reused

WHY A QUICK FORM IS ONLY 4 SENTENCES

Every sentence has to stay nameable in one word per card, so the bank is 8 hand-picked sentences, not a free cross of 8 WHO × 5 DOING × 6 WHAT cards. A short, fast form that still samples every WHO, DOING and WHAT word across Forms A and B matters more here than a long one.



It is climbing the camera.

□ □ □

A - B



The teacher is cooking the apple.

□ □ □

A - B



The baby is hugging the key.

□ □ □

A - B

WHAT WAS SAID (VERBATIM), IF NOT THE TARGET



Hugging the scissors.

□ □ □

A - B



The doctor is cooking the camera.

□ □ □

A - B



The firefighter is walking the umbrella.

□ □ □

A - B

WHAT WAS SAID (VERBATIM), IF NOT THE TARGET



The cow is waving the pencil.

□ □ □

A - B



The duck is hugging the scissors.

□ □ □

A - B

WHAT WAS SAID (VERBATIM), IF NOT THE TARGET

Page 10 of 19

✦ BRIGHT PATH SPED

✦ BRIGHT PATH SPED

19 PAGES

8 SENTENCES, 3-PIECE STRIPS

4 PROBE FORMS

FILLABLE PDF

What Is Inside, and Where

Before you begin

PAGE 4



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

4

01 The Sentence Cards — Color

PAGE 6



Sentence Building
Cards — Color
[REFERENCE](#)

6

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

PAGE 8



Sentence Building
Cards — Ink-Saver
[REFERENCE](#)

8

03 Probe and Track

PAGES 10–14



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

10



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

11



Data Log
[LOG](#)

12



Percent Graph
[TRACKER](#)

13



Caseload
Summary
[ROSTER](#)

14

04 Share and Write

PAGES 16–18



Practice at Home
[NOTES](#)

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Phrase Bank
[REFERENCE](#)

17



Filled Example
[EXAMPLE](#)

18

THREE CARDS, ONE SENTENCE

A WHO card, a DOING card and a WHAT card sit edge to edge and read left to right as “The ___ is ___-ing the ___.” 8 WHO, 5 DOING and 6 WHAT pictures, reused from two sibling decks, build eight hand-picked sentences.

TWO MARKS, NOT ONE

The full-deck form (page 11) scores whether the three target words were said and whether they came out in subject-verb-object order, separately — a child can meet one and not the other.

CARDS, NOT A SCRIPT

The cards give the pictures and the printed sentence. 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 strips apart, or open the file on a tablet and show a strip from the screen.

Each strip is three cards: WHO, DOING, WHAT, in that order. There are 4 ready-made strips, plus a Form B and Form C set of four more on the probe pages.



2

Show a strip, mark the sentence

Show a strip (or the picture set on a probe form) and mark what the child says against the printed sentence.

Mark +, – or ≈ on a quick form (page 10), or both marks on 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 three-piece cut strip that assembles into a subject-verb-object sentence. 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 cards and the sentences 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 word this deck does not have. Use the **Ask a Question** tab on the product page; a new WHO, DOING or WHAT card 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 cut strips 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 Building Cards — Color

1 The dog 	1 is walking 	1 the umbrella 
2 The cat 	2 is climbing 	2 the camera 
3 The teacher 	3 is cooking 	3 the apple 
4 The baby 	4 is hugging 	4 the key 

THREE CARDS MAKE ONE SENTENCE

Print on cardstock and cut on the dashed lines; each row is one sentence — a WHO card, a DOING card and a WHAT card, in that order, so cutting is a few straight lines. Drawn to hold their shape in full color and stay readable at 1 inch. Same 4 strips in the ink-saver black-and-white set: page 8. The small number in the corner of each card matches it back to its row.

MIX AND MATCH AFTER CUTTING

Once cut apart, swap any WHO card with any other WHO card, any DOING with any other DOING, any WHAT with any other WHAT. The 8 WHO, 5 DOING and 6 WHAT cards across both probe forms build many sentences this way. Some combinations are funny (“the cat is climbing the camera”) — that is the fun of it, not a mistake; the skill is the word order, not the real-world logic. Two pictures a child may name another way: **cook** (chef), **wave** (hi or bye).

REFERENCE

Sentence Building Cards — Ink-Saver

1 The dog 	1 is walking 	1 the umbrella 
2 The cat 	2 is climbing 	2 the camera 
3 The teacher 	3 is cooking 	3 the apple 
4 The baby 	4 is hugging 	4 the key 

THREE CARDS MAKE ONE SENTENCE

Print on cardstock and cut on the dashed lines; each row is one sentence — a WHO card, a DOING card and a WHAT card, in that order, so cutting is a few straight lines. Pure black outlines, so a photocopier spends the least ink it can. Same 4 strips in the full-color set: page 6. The small number in the corner of each card matches it back to its row.

MIX AND MATCH AFTER CUTTING

Once cut apart, swap any WHO card with any other WHO card, any DOING with any other DOING, any WHAT with any other WHAT. The 8 WHO, 5 DOING and 6 WHAT cards across both probe forms build many sentences this way. Some combinations are funny (“the cat is climbing the camera”) — that is the fun of it, not a mistake; the skill is the word order, not the real-world logic. Two pictures a child may name another way: **cook** (chef), **wave** (hi or bye).



CHECKLIST

Quick Probe Forms A, B and C

Three forms of 4 sentences. Forms A and B split the 8-sentence bank between them with no overlap; Form C is a fixed mix of 4 of the same sentences, since three forms of four cannot all be different from a bank of eight. Every sentence is scored again, in two parts, on the full-deck form, page 11.

STUDENT

DATE

FORM GIVEN (A, B OR C)

HOW TO MARK EACH SENTENCE

Show the three small pictures and the printed target below them, or hand over the matching cut cards from the deck. Mark + if the child says the whole sentence correctly, in order, by your own scoring rule, – for an error or no response, and ≈ for a close one (all three words, wrong order; or the right order with one word swapped). The full-deck form, page 11, scores the words and the order as two separate marks; this quick form is one mark, this clinician's call, written once and reused every session.

WHY A QUICK FORM IS ONLY 4 SENTENCES

Every sentence has to stay nameable in one word per card, so the bank is 8 hand-picked sentences, not a free cross of 8 WHO × 5 DOING × 6 WHAT cards. A short, fast form that still samples every WHO, DOING and WHAT word across Forms A and B matters more here than a long one.

Form A 4 sentences · untimed



The dog is walking the umbrella.

☐ ☐ ☐
+ – ≈


The cat is climbing the camera.

☐ ☐ ☐
+ – ≈


The teacher is cooking the apple.

☐ ☐ ☐
+ – ≈


The baby is hugging the key.

☐ ☐ ☐
+ – ≈

SENTENCES CORRECT (OUT OF 4)

WHAT WAS SAID (VERBATIM), IF NOT THE TARGET

Form B 4 sentences · untimed



The cow is waving the pencil.

☐ ☐ ☐
+ – ≈


The duck is hugging the scissors.

☐ ☐ ☐
+ – ≈


The doctor is cooking the camera.

☐ ☐ ☐
+ – ≈


The firefighter is walking the umbrella.

☐ ☐ ☐
+ – ≈

SENTENCES CORRECT (OUT OF 4)

WHAT WAS SAID (VERBATIM), IF NOT THE TARGET

Form C 4 sentences · untimed



The dog is walking the umbrella.

☐ ☐ ☐
+ – ≈


The cat is climbing the camera.

☐ ☐ ☐
+ – ≈


The cow is waving the pencil.

☐ ☐ ☐
+ – ≈


The duck is hugging the scissors.

☐ ☐ ☐
+ – ≈

SENTENCES CORRECT (OUT OF 4)

WHAT WAS SAID (VERBATIM), IF NOT THE TARGET

CHECKLIST

Full-Deck Probe — All Eight Sentences

STUDENT

DATE

CARDS SHOWN, OR READ FROM THE PAGE

#	SENTENCE	ALL THREE WORDS	CORRECT ORDER (S-V-O)	WHAT WAS SAID (VERBATIM, IF DIFFERENT)
1	 The dog is walking the umbrella.	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
2	 The cat is climbing the camera.	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
3	 The teacher is cooking the apple.	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
4	 The baby is hugging the key.	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
5	 The cow is waving the pencil.	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
6	 The duck is hugging the scissors.	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
7	 The doctor is cooking the camera.	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
8	 The firefighter is walking the umbrella.	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	

THREE-WORDS TOTAL (OUT OF 8)

CORRECT-ORDER TOTAL (OUT OF 8)

TWO MARKS, ONE SENTENCE

A child can say all three target words and still not meet the order mark — that is a different skill, and this file tracks it separately on purpose. Carry whichever total your goal is written against onto the log, page 12; carry both if the goal names both.



TRACKER

Percent Graph

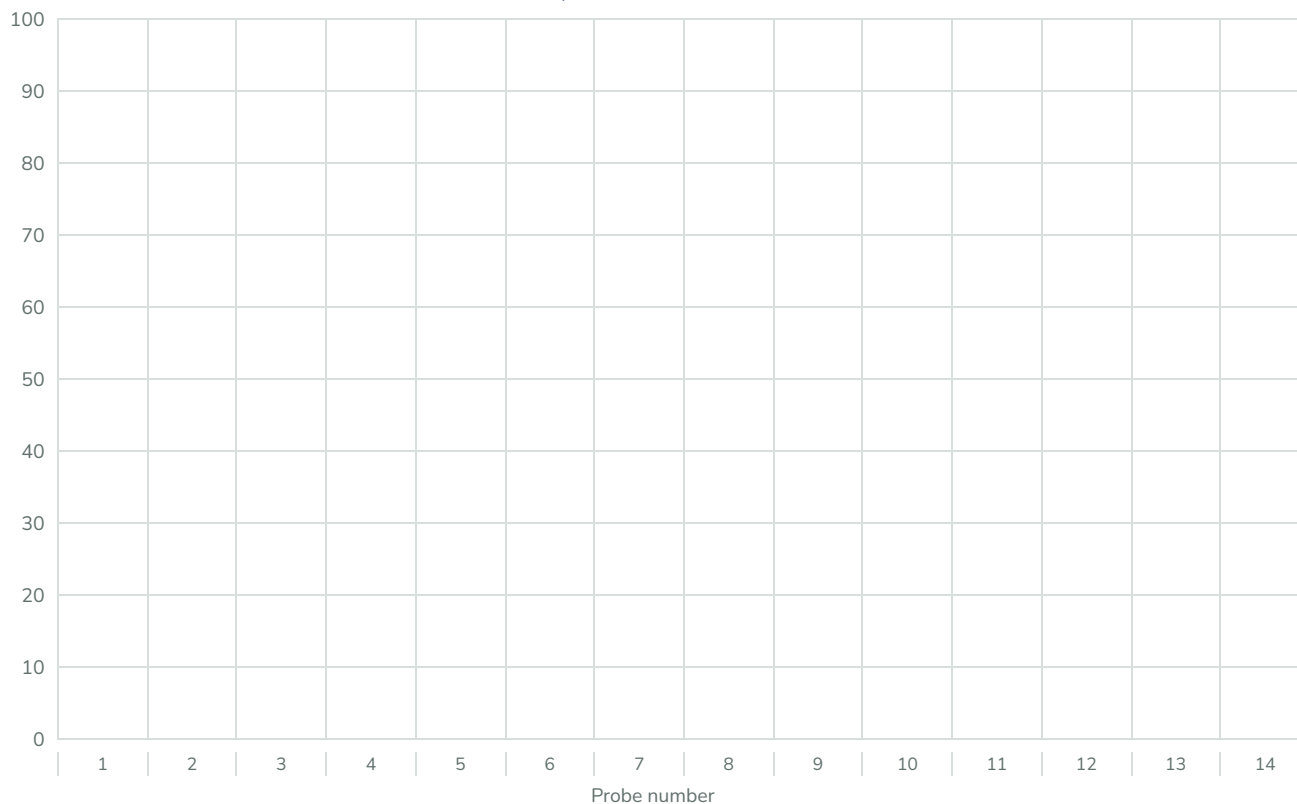
Fourteen probes across. Copy this page once per thing tracked, the same way as the log.

STUDENT

 WHAT THIS COPY GRAPHS (WORDS /
ORDER / BOTH)

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 thing tracked, the same way as the log: a student graphed on the three words and on word order gets two copies, each 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 sentence building. 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)



The dog is walking the umbrella.



The cat is climbing the camera.



The teacher is cooking the apple.



The baby is hugging the key.

SOMETHING THAT WENT WELL

TWO MINUTES AT HOME (MIX AND MATCH)

Say a WHO, a DOING and a WHAT word and have your child put them in order: “the ___ is ___ the ___.” Silly is fine. 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 put a subject, a verb and an object in order — 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.

Mateo is invented, and so is every mark on this page. Eight quick probes of the sentence cards, Forms A, B and C rotating, scored on the three-words mark.

#	DATE	FORM	CORRECT	OUT OF	PERCENT	NOTES
1	9/9	A	1	4	25%	baseline
2	9/16	B	1	4	25%	baseline
3	9/23	C	1	4	25%	baseline
4	9/30	A	2	4	50%	2 of 4, the first session at or above half; on one sentence said all three words — “dog”, “walking”, “umbrella” — but in the order umbrella-dog-walking (object first); marked ≈, not counted toward the 2
5	10/7	B	2	4	50%	–
6	10/14	C	3	4	75%	–
7	10/21	A	3	4	75%	–
8	10/28	B	4	4	100%	4 of 4, the highest so far

READING THE NUMBERS

Sessions 1–3 (Forms A, B, C) scored 1, 1 and 1 of 4: baseline is the median of the three, 1 of 4, 25 percent. By session 8, Mateo produced 4 of 4 sentences with all three words, 100 percent — a 75 percentage-point rise from baseline. Every percent above is that row’s own correct count divided by 4, times 100.

A LINE THIS LOG COULD WRITE

“On picture probes of subject-verb-object sentence building (4 sentences, untimed), Mateo produced all three target words on 1 of 4 at baseline in September and 4 of 4 on the most recent probe in October.”

WHERE MATEO WOULD SIT ON THE CASELOAD PAGE

One row: tracked “words,” baseline 25 percent, current 100 percent, trend up, decision “continue current plan, add an order probe” — 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 sentence building — 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 the full-deck form’s (page 11) two marks at work: Mateo said all three words, object before subject — a three-words “+” and an order “–,” the distinction this file is built to catch.