

Knowledge and Practice Examination for Effective Reading Instruction (KPEERI) Practice Test (Sample)

Study Guide



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SAMPLE

Questions

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- 1. What instructional technique involves students reading aloud with support to enhance their reading skills?**
 - A. Peer Reading**
 - B. Guided Oral Reading**
 - C. Choral Reading**
 - D. Partner Reading**
- 2. In which activity do children recognize the word that remains when a phoneme is removed from another word?**
 - A. Phoneme Deletion**
 - B. Phoneme Segmentation**
 - C. Phoneme Isolation**
 - D. Phoneme Identity**
- 3. Which activity helps children identify which sound is common among a group of words?**
 - A. Phoneme Identity**
 - B. Phoneme Isolation**
 - C. Phoneme Segmentation**
 - D. Phoneme Manipulation**
- 4. In which stage of Spelling Development do children begin to understand letter-sound correspondence and use single letters to represent sounds?**
 - A. Phonetic Stage**
 - B. Semiphonetic Stage**
 - C. Correct Stage**
 - D. Transitional Stage**
- 5. What is the practice of attempting to spell a word based on understanding of the spelling system?**
 - A. Standard Spelling**
 - B. Strategic Spelling**
 - C. Invented Spelling**
 - D. Creative Spelling**

- 6. Which language of origin is represented by the words: sky, earth, moon, sun, water?**
- A. Norman French**
 - B. Latin/Romance**
 - C. Greek**
 - D. Anglo-Saxon (Old English)**
- 7. Which language processing requirement focuses on the sound structure of words?**
- A. Discourse**
 - B. Syntactic**
 - C. Phonological**
 - D. Semantic**
- 8. The term "affricate" in speech refers to which of the following?**
- A. A complex sound formed by a stop and a fricative**
 - B. A nasal sound produced in the throat**
 - C. A sound articulated with a glottal stop**
 - D. A sound with continuous airflow without blockage**
- 9. What are the three components of Word Recognition identified in Scarborough's Reading Rope?**
- A. Phonological Awareness, Decoding, Fluency**
 - B. Phonological Awareness, Decoding, Sight Recognition**
 - C. Fluency, Expression, Sight Recognition**
 - D. Phonetic Skills, Word Recall, Sight Recognition**
- 10. What activity involves children combining separately spoken phonemes to form a word?**
- A. Phoneme Categorization**
 - B. Phoneme Blending**
 - C. Phoneme Isolation**
 - D. Phoneme Segmentation**

Answers

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1. B
2. A
3. A
4. B
5. C
6. D
7. C
8. A
9. B
10. B

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Explanations

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1. What instructional technique involves students reading aloud with support to enhance their reading skills?

A. Peer Reading

B. Guided Oral Reading

C. Choral Reading

D. Partner Reading

Guided Oral Reading is an effective instructional technique that involves students reading aloud with the support of an instructor or educator. This method is designed to improve reading fluency, comprehension, and overall reading skills. During guided oral reading sessions, the teacher may provide immediate feedback, model proper pronunciation, and offer strategies to tackle difficult words or phrases, creating a supportive environment that encourages learners to take risks in their reading. This technique is especially beneficial for struggling readers as it allows for direct instruction and correction while also boosting confidence. The interactive nature of guided oral reading helps maintain student engagement and promotes a deeper understanding of the text being read, leading to better reading outcomes overall. In contrast, while peer reading, choral reading, and partner reading also involve elements of reading aloud, they differ in structure and support level. Peer reading emphasizes collaboration among students, choral reading fosters a group approach without individual feedback, and partner reading involves two students reading to each other without direct teacher support.

2. In which activity do children recognize the word that remains when a phoneme is removed from another word?

A. Phoneme Deletion

B. Phoneme Segmentation

C. Phoneme Isolation

D. Phoneme Identity

The activity where children recognize the word that remains when a phoneme is removed from another word is known as phoneme deletion. In this process, students are required to identify what word is left after a specific sound is taken away. For example, if you ask children what is left when the /s/ sound is removed from "sand," they would correctly identify "and." This skill is important for developing phonemic awareness, as it helps children understand how sounds function within words, enhancing their ability to read and spell by manipulating sounds. Phoneme segmentation, on the other hand, involves breaking a word down into its individual phonemes rather than removing them. Phoneme isolation refers to identifying a specific sound in a word, while phoneme identity focuses on recognizing the same sounds in different words. These activities each foster phonemic awareness, but they do not match the specific task of identifying what remains after a phoneme is removed.

3. Which activity helps children identify which sound is common among a group of words?

- A. Phoneme Identity**
- B. Phoneme Isolation**
- C. Phoneme Segmentation**
- D. Phoneme Manipulation**

Phoneme identity is an activity that specifically helps children recognize and identify a common sound shared among a group of words. This skill is essential in developing phonemic awareness, which is critical for reading development. In phoneme identity activities, students may be asked questions like, "What sound do you hear at the beginning of 'cat,' 'cap,' and 'cane'?" This encourages them to focus on the sounds that occur in different words and recognize their similarities. In contrast, other activities focus on different aspects of phonemic awareness. Phoneme isolation involves identifying individual sounds within a word, phoneme segmentation breaks a word down into its component sounds, and phoneme manipulation requires children to add, delete, or substitute sounds in words. Each of these activities serves a different purpose in reading instruction, but it is phoneme identity that targets the recognition of a shared sound across multiple words.

4. In which stage of Spelling Development do children begin to understand letter-sound correspondence and use single letters to represent sounds?

- A. Phonetic Stage**
- B. Semiphonetic Stage**
- C. Correct Stage**
- D. Transitional Stage**

The Semiphonetic Stage is characterized by children's growing understanding of letter-sound correspondence, which is crucial for spelling development. During this stage, children start to use single letters to represent individual sounds in words, demonstrating an initial grasp of how letters can be used to symbolize spoken language. This stage typically occurs after children have developed some awareness of sounds but before they can fully segment words into their phonemes. In this stage, children may not yet spell words correctly or consistently; instead, they focus on the relationship between sounds and letters, often resulting in phonetic approximations rather than exact spellings. This exploration lays the foundation for their future spelling skills as they begin to understand that certain letters correspond to specific sounds and start to apply this knowledge in their writing.

5. What is the practice of attempting to spell a word based on understanding of the spelling system?

A. Standard Spelling

B. Strategic Spelling

C. Invented Spelling

D. Creative Spelling

The practice of attempting to spell a word based on an understanding of the spelling system is best described as invented spelling. This concept recognizes that learners often use their knowledge of phonetics, word patterns, and language rules to formulate spellings that may not align with conventional standards but reflect their own understanding of how words are constructed. Invented spelling is an important aspect of literacy development, as it encourages students to experiment with language and spelling, allowing them to generate hypotheses about how words work. This practice promotes phonemic awareness and helps children build a connection between their spoken language and written language, essential for literacy acquisition. Through this trial-and-error method, learners develop their spelling skills over time as they receive feedback and gain more exposure to correct spellings. The other terms, while related to spelling, do not capture the specific concept of using one's own understanding to create spellings that reflect personal interpretations of language.

6. Which language of origin is represented by the words: sky, earth, moon, sun, water?

A. Norman French

B. Latin/Romance

C. Greek

D. Anglo-Saxon (Old English)

The correct answer is Anglo-Saxon (Old English). The words provided—sky, earth, moon, sun, and water—are all derived from Old English, a Germanic language that was spoken in England before the Norman Conquest. These basic natural elements and celestial bodies are foundational vocabulary in English, and their roots remain strongly ingrained in the language today. For instance, 'sky' is from the Old Norse word "ský," but its usage in English continued through the Anglo-Saxon period; 'earth' comes from the Old English "eorþe"; 'moon' is derived from "mōna"; 'sun' is from "sunne"; and 'water' originates from "wæter." This reflects the deep influence of Anglo-Saxon on modern English vocabulary, especially for basic, everyday words that describe the natural world. The other choices represent different linguistic influences on the English language, but they do not account for this particular set of words.

7. Which language processing requirement focuses on the sound structure of words?

- A. Discourse**
- B. Syntactic**
- C. Phonological**
- D. Semantic**

Phonological processing is indeed the correct focus when discussing the sound structure of words. This area of language processing involves recognizing and manipulating sounds in spoken language, which is fundamental to reading and spelling. It includes various aspects such as the ability to isolate, blend, segment, and manipulate phonemes, which are the smallest units of sound in a language. Phonological awareness is critical for developing reading skills because it allows learners to understand how sounds correspond to letters, thereby influencing their ability to decode words. This understanding plays a significant role in early literacy development, as students learn to blend sounds to form words, enabling them to read fluently. In contrast, discourse refers to the structure and meaning of larger units of language beyond the word level, such as sentences and paragraphs. Syntactic processing involves the rules governing sentence structure and grammar, while semantic processing focuses on understanding meanings of words and sentences. Each of these other aspects plays an essential role in language and literacy, but none specifically target the sound structure of words as phonological processing does.

8. The term "affricate" in speech refers to which of the following?

- A. A complex sound formed by a stop and a fricative**
- B. A nasal sound produced in the throat**
- C. A sound articulated with a glottal stop**
- D. A sound with continuous airflow without blockage**

The term "affricate" refers specifically to a complex sound formed by a stop and a fricative. This means that an affricate begins as a stop consonant, where airflow is completely blocked in the vocal tract, and then is released into a fricative, which allows for some continuous airflow, though not without some constriction. Common examples of affricates in English include sounds like /tʃ/ as in "chop" and /dʒ/ as in "judge." This definition encapsulates the unique characteristic of affricates, distinguishing them from other types of sounds that may involve different mechanisms of articulation, such as nasals or the continuous airflow associated with fricatives. Understanding affricates is essential for grasping the complexity of phonetic sounds in language, particularly in their production and classification.

9. What are the three components of Word Recognition identified in Scarborough's Reading Rope?

- A. Phonological Awareness, Decoding, Fluency**
- B. Phonological Awareness, Decoding, Sight Recognition**
- C. Fluency, Expression, Sight Recognition**
- D. Phonetic Skills, Word Recall, Sight Recognition**

The three components of Word Recognition identified in Scarborough's Reading Rope are Phonological Awareness, Decoding, and Sight Recognition. This answer highlights key elements that play a crucial role in how readers process and recognize words. Phonological awareness refers to the ability to hear and manipulate sounds in spoken language, which is foundational for understanding the relationships between letters and sounds. Decoding is the skill of translating written words into their spoken forms by applying knowledge of letter-sound relationships. Sight recognition, on the other hand, involves the ability to recognize words quickly and effortlessly without needing to decode them phonetically. These components connect to form a comprehensive understanding of word recognition, which is essential for effective reading. This is part of a larger framework that emphasizes how both decoding skills and the ability to recognize familiar words contribute to fluent reading and overall reading comprehension. The other options do not accurately capture the framework as described by Scarborough. For instance, while some of the other options mention components like fluency or different types of recognition, they do not align with the precise components identified in the Reading Rope. Therefore, the selection of Phonological Awareness, Decoding, and Sight Recognition aligns with established research in reading instruction and its foundational components.

10. What activity involves children combining separately spoken phonemes to form a word?

- A. Phoneme Categorization**
- B. Phoneme Blending**
- C. Phoneme Isolation**
- D. Phoneme Segmentation**

The activity of combining separately spoken phonemes to form a word is known as phoneme blending. This process involves children listening to individual sounds, such as /c/, /a/, and /t/, and then merging these sounds together to articulate the word "cat." Phoneme blending is a crucial skill in early reading development as it helps children understand how sounds work together to form words, which is essential for reading fluency. In contrast, phoneme categorization involves recognizing which phoneme is different from others in a group, phoneme isolation focuses on identifying individual phonemes in a word, and phoneme segmentation requires breaking a word down into its individual sounds. Each of these activities plays a role in phonemic awareness but does not involve the specific skill of combining sounds into a cohesive word, making phoneme blending the correct choice in this context.