

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

## Study Guide



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## **Questions**

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- 1. What level of comprehension refers to the exact wording of the text?**
  - A. Text base**
  - B. Mental Model**
  - C. Surface code**
  - D. Abstract Understanding**
- 2. What is the last stage in the 5 Stages of Spelling Development?**
  - A. Phonetic**
  - B. Transitional**
  - C. Correct**
  - D. Semi-phonetic**
- 3. What does the act of retelling a story involve?**
  - A. Creating new content**
  - B. Summarizing main ideas only**
  - C. Recalling details accurately**
  - D. Editing previous versions**
- 4. Which word contains a vowel team?**
  - A. Break**
  - B. Click**
  - C. Ask**
  - D. Buckle**
- 5. What text genre is aimed at encouraging someone to take action?**
  - A. Procedural**
  - B. Descriptive Text**
  - C. Narrative**
  - D. Hortatory**

- 6. What term describes the written representation of sounds in letters?**
- A. Orthography**
  - B. Phonetics**
  - C. Syntax**
  - D. Grammar**
- 7. What term refers to skills that become automatic after extensive training?**
- A. Automaticity**
  - B. Comprehension**
  - C. Reading Vocabulary**
  - D. Blended Learning**
- 8. What is used to describe strategies that help develop a student's critical thinking and analytical skills?**
- A. Comprehension Strategies**
  - B. Memorization Techniques**
  - C. Repetitive Learning**
  - D. Linear Teaching Methods**
- 9. What is the definition of a closed syllable?**
- A. A syllable that ends with a consonant**
  - B. A syllable that ends with a vowel**
  - C. A syllable that consists of two vowel sounds**
  - D. A syllable that contains a silent letter**
- 10. Which tier of vocabulary encompasses common, everyday words most children already know?**
- A. Tier 1 Vocabulary**
  - B. Tier 2 Vocabulary**
  - C. Tier 3 Vocabulary**
  - D. Content Vocabulary**

## **Answers**

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

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## **Explanations**

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**1. What level of comprehension refers to the exact wording of the text?**

- A. Text base**
- B. Mental Model**
- C. Surface code**
- D. Abstract Understanding**

The level of comprehension that refers to the exact wording of the text is indeed captured by the concept of surface code. Surface code comprehension is focused on the literal understanding of the text as it is presented, including specific phrases, sentence structures, and vocabulary used by the author. This level of comprehension emphasizes the details of the written words without interpreting or inferring deeper meanings beyond what is explicitly stated in the text. In contrast, text base comprehension involves understanding the main ideas and themes of a text while summarizing the information presented. A mental model goes further to engage readers with creating cognitive representations of the concepts and relations described in the text, often incorporating prior knowledge. Abstract understanding deals with extracting broader implications and evaluations of the text, moving beyond the original language to consider its significance and underlying meanings. Thus, surface code specifically pertains to the exact wording and structure, making it the correct choice in this context.

**2. What is the last stage in the 5 Stages of Spelling Development?**

- A. Phonetic**
- B. Transitional**
- C. Correct**
- D. Semi-phonetic**

The last stage in the 5 Stages of Spelling Development is the correct stage. At this point, students have mastered spelling conventions and can accurately spell a wide range of words. They have learned the complexities of the English language, including irregular spellings, suffixes, prefixes, and the application of rules like silent letters and vowel combinations. This stage reflects a comprehensive understanding of spelling patterns and the ability to apply this knowledge consistently in their writing. Mastery at the correct stage signifies that learners can move beyond basic phonetic representations and begin using language more effectively in both written and spoken forms.

### 3. What does the act of retelling a story involve?

- A. Creating new content
- B. Summarizing main ideas only
- C. Recalling details accurately**
- D. Editing previous versions

Retelling a story primarily involves recalling details accurately. This skill requires the individual to remember specific events, characters, and settings from the original story. The process of retelling is focused on ensuring that key components of the narrative are accurately represented, which helps reinforce comprehension and retention of the material. When someone retells a story, they are drawing upon their memory to reconstruct the narrative as closely as possible to how it was presented initially, making it a valuable exercise for developing both verbal skills and comprehension. This practice also allows listeners to engage with the material and encourages a deeper understanding and connection to the content. Other approaches, such as summarizing main ideas or creating new content, serve different purposes and may not capture the full richness of the original story. While editing previous versions may involve revising a narrative, retelling specifically emphasizes accurate recall rather than alteration or simplification.

### 4. Which word contains a vowel team?

- A. Break**
- B. Click
- C. Ask
- D. Buckle

The correct choice contains a vowel team, which is a combination of two vowels that work together to create a single sound. In this case, the word "break" includes the vowel team "ea," which produces the long "a" sound, as heard in "break." In contrast, the other words do not contain vowel teams. "Click" consists of a consonant cluster followed by a short vowel sound, "ask" contains a single short vowel sound without any team, and "buckle" has the vowel sounds "u" and "e" distinctively pronounced rather than in a team. Thus, "break" is the only option that features a vowel team, making it the correct choice.

### 5. What text genre is aimed at encouraging someone to take action?

- A. Procedural
- B. Descriptive Text
- C. Narrative
- D. Hortatory**

The genre that is specifically designed to encourage someone to take action is hortatory text. This type of writing aims to persuade the reader or listener to engage in a particular activity or adopt a certain viewpoint. It often uses persuasive language, motivational appeals, and calls to action to effectively convey its message. In contrast, procedural text primarily provides instructions or guidance on how to perform a task but does not necessarily aim to motivate the reader to act. Descriptive text focuses on detailing characteristics and qualities of a subject without any intention to stimulate action. Narrative text tells a story, which may entertain or inform, but it does not specifically seek to persuade the audience to take action. Thus, hortatory text stands out as the genre that directly promotes action and engagement.

**6. What term describes the written representation of sounds in letters?**

**A. Orthography**

**B. Phonetics**

**C. Syntax**

**D. Grammar**

The correct answer is the term "Orthography," which refers specifically to the conventional spelling system of a language that corresponds written symbols (letters) to their spoken sounds. This involves the rules and patterns that govern how letters are used to represent phonemes, or sounds, in spoken language. Understanding orthography is essential for reading instruction, as it helps learners connect the sounds of speech with their written equivalents, enabling effective decoding and spelling. Phonetics relates to the study of the sounds themselves, including their production and classification, rather than their written representation. Syntax is concerned with the arrangement of words and phrases to create sentences, while grammar encompasses the overall rules governing the structure of language, including syntax, morphology, and punctuation. Therefore, orthography is the precise term that encapsulates the written representation of sounds in letters, highlighting its direct relevance to reading and writing competence.

**7. What term refers to skills that become automatic after extensive training?**

**A. Automaticity**

**B. Comprehension**

**C. Reading Vocabulary**

**D. Blended Learning**

The term that refers to skills that become automatic after extensive training is automaticity. This concept involves the ability to perform tasks easily and quickly without needing to consciously think about each step involved. In the context of reading, automaticity is crucial because it allows readers to recognize words and comprehend text without being bogged down by the mechanics of decoding. When a reader achieves automaticity, they can focus more on understanding and interpreting the meaning of the text, which enhances their overall reading efficiency and enjoyment. Other terms such as comprehension, reading vocabulary, and blended learning denote different aspects of the reading and learning process. Comprehension pertains to understanding what one reads, reading vocabulary refers to the words a reader knows and can recognize, and blended learning encompasses a mix of traditional classroom methods with online learning. While these concepts are essential to effective reading instruction, they do not specifically describe the process through which skills become automatic after substantial practice.

**8. What is used to describe strategies that help develop a student's critical thinking and analytical skills?**

**A. Comprehension Strategies**

**B. Memorization Techniques**

**C. Repetitive Learning**

**D. Linear Teaching Methods**

Comprehension strategies are techniques designed to improve students' understanding and engagement with texts, fostering critical thinking and analytical skills. These strategies encourage students to actively interact with the material, prompting them to question, infer, and synthesize information rather than passively consuming it. By employing various comprehension strategies, students learn to analyze the structure of texts, identify themes, and make connections between ideas, which enhances their ability to think critically about what they read. In contrast, memorization techniques, repetitive learning, and linear teaching methods focus more on rote learning or following a strict progression that may not promote deeper analysis or understanding. These approaches are generally less effective in developing the critical thinking skills that are essential for comprehensive understanding and analysis of complex texts.

**9. What is the definition of a closed syllable?**

**A. A syllable that ends with a consonant**

**B. A syllable that ends with a vowel**

**C. A syllable that consists of two vowel sounds**

**D. A syllable that contains a silent letter**

A closed syllable is defined as a syllable that ends with a consonant. This structural characteristic creates a "closed" sound that typically results in a short vowel sound within the syllable. For example, in the word "cat," the syllable ends in the consonant "t," making it a closed syllable. The presence of the final consonant prevents the vowel sound from being long, which is a defining feature of closed syllables. In contrast, other options describe different types of syllable structures. A syllable that ends in a vowel would indicate an open syllable, which usually has a long vowel sound. The description of a syllable consisting of two vowel sounds refers more to diphthongs or contiguous vowels rather than a single syllable structure. Lastly, a syllable containing a silent letter does not adhere to the defining characteristics of a closed or open syllable. Understanding these distinctions clarifies why the definition of a closed syllable is directly tied to its ending consonant.

**10. Which tier of vocabulary encompasses common, everyday words most children already know?**

**A. Tier 1 Vocabulary**

**B. Tier 2 Vocabulary**

**C. Tier 3 Vocabulary**

**D. Content Vocabulary**

Tier 1 vocabulary consists of the basic words that are commonly used in everyday speech and are typically understood by most children without needing specific instruction. These words include concrete nouns, simple verbs, and basic adjectives that relate to familiar objects and experiences, such as "dog," "run," and "happy." Children learn these words early in their education and life experiences, which makes them integral to their ability to communicate effectively in everyday situations. The other tiers represent different levels of vocabulary complexity. Tier 2 vocabulary includes more sophisticated words that are often found in written texts and may require explicit teaching, such as "analyze" or "sophisticated." Tier 3 vocabulary pertains to domain-specific terms that are usually found in specialized contexts, like "photosynthesis" in science, and thus are not commonly used in everyday conversation. Content vocabulary refers to the words that are essential to understand a specific subject area, further indicating that these terms have a narrower application than Tier 1 vocabulary. This differentiation helps educators focus on the appropriate level of vocabulary instruction based on students' needs.