

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

## Study Guide



**Everything you need from our exam experts!**

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# Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

**Remember:** successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

# How to Use This Guide

**This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:**

## **1. Start with a Diagnostic Review**

**Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.**

## **2. Study in Short, Focused Sessions**

**Break your study time into manageable blocks (e.g. 30 - 45 minutes). Review a handful of questions, reflect on the explanations.**

## **3. Learn from the Explanations**

**After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.**

## **4. Track Your Progress**

**Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.**

## **5. Simulate the Real Exam**

**Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.**

## **6. Repeat and Review**

**Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.**

**There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!**

## **Questions**

- 1. Which writing process involves replacing a previous effort with a new, more effective one?**
  - A. Revising**
  - B. Rewriting**
  - C. Editing**
  - D. Polishing**
- 2. 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**
- 3. What kind of mistake is represented by the spelling "slideing" for "sliding"?**
  - A. Transposition Error**
  - B. Orthographic Error**
  - C. Spelling Generalization Error**
  - D. Phonological Error**
- 4. What are the smallest units of spoken language that can change the meaning of a word?**
  - A. Syllables**
  - B. Phonemes**
  - C. Morphemes**
  - D. Vowels**
- 5. Which area of the brain is primarily responsible for articulation and connecting sounds to letters?**
  - A. Broca's Area**
  - B. Hippocampus**
  - C. Frontal Cortex**
  - D. Cerebellum**

- 6. The sound combinations commonly found in math and science vocabulary originate from which language?**
- A. Latin Origin**
  - B. Greek Origin**
  - C. Anglo-Saxon Origin**
  - D. German Origin**
- 7. Which manner of articulation begins as a stop but releases as a fricative?**
- A. Affricates**
  - B. Fricative**
  - C. Nasal**
  - D. Liquids**
- 8. What type of error occurs when similar-sounding words are confused?**
- A. Morphemic error**
  - B. Semantic error**
  - C. Phonological error**
  - D. Orthographic error**
- 9. What language does the word 'deception' originate from?**
- A. Greek**
  - B. Norman French**
  - C. Latin/Romance**
  - D. Anglo-Saxon (Old English)**
- 10. What does SWRD stand for in relation to reading difficulties?**
- A. Specific word recognition difficulties**
  - B. Systematic word reading difficulties**
  - C. Standardized word reading disorders**
  - D. Sequential word recognition deficits**



## **Answers**

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

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## **Explanations**

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**1. Which writing process involves replacing a previous effort with a new, more effective one?**

- A. Revising**
- B. Rewriting**
- C. Editing**
- D. Polishing**

The writing process that involves replacing a previous effort with a new, more effective one is rewriting. When an author rewrites, they take an existing draft and make significant changes, potentially overhauling the structure, content, and style of the piece to improve clarity, engagement, or effectiveness. This process often includes generating entirely new ideas or approaches to the same topic, which distinguishes it from other phases of writing that focus more on refinement rather than complete replacement. In contrast, revising generally involves making adjustments to existing text without completely discarding it, usually focused on enhancing the overall coherence and flow. Editing focuses primarily on correcting grammatical, spelling, and punctuation errors, ensuring that the final version is polished and error-free. Polishing refers to the final touches added to a piece, improving the language and presentation without altering the fundamental content or structure. Therefore, rewriting is the most appropriate term to describe the act of substantially replacing an earlier draft with a new one.

**2. 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.

**3. What kind of mistake is represented by the spelling "slideing" for "sliding"?**

- A. Transposition Error**
- B. Orthographic Error**
- C. Spelling Generalization Error**
- D. Phonological Error**

The spelling "slideing" for "sliding" is a representation of a spelling generalization error. This type of mistake occurs when a learner applies their understanding of spelling patterns to a word but modifies it in a way that reflects a misunderstanding of the specific rules governing that word's spelling. In this case, the learner likely recognizes a pattern in spelling that allows for the addition of a suffix — typically, while forming the present participle of verbs, an 'e' is often dropped before adding "ing." However, "sliding" does not follow this rule because the base word "slide" ends in an 'e,' requiring it to be dropped when the suffix is added to maintain correct spelling. The learner's application of a general spelling rule led them to incorrectly spell the word, resulting in "slideing" instead of "sliding." In contrast, a transposition error would involve switching the order of letters, an orthographic error relates specifically to visual representations affecting the ability to spell correctly, and a phonological error would be based on the sound and pronunciation, rather than the rules of spelling.

**4. What are the smallest units of spoken language that can change the meaning of a word?**

- A. Syllables**
- B. Phonemes**
- C. Morphemes**
- D. Vowels**

The smallest units of spoken language that can change the meaning of a word are phonemes. Phonemes are the individual sounds that make up words, and altering one phoneme can lead to a completely different word with its own meaning. For example, changing the initial sound in "bat" from /b/ to /c/ changes it to "cat," which has a different meaning entirely. In contrast, while syllables are larger units of sound than phonemes and do contribute to word formation, they do not individually change the meaning on their own; rather, they serve as a framework for how words are constructed. Morphemes, although they are meaningful units that can change the meaning of a word, are not limited to spoken language as they include prefixes, suffixes, and root words in both spoken and written forms. Vowels, while essential components of phonemes and syllables, do not stand alone as units that can independently alter meaning. Thus, phonemes are the most fundamental sound units that impact meaning in language.

**5. Which area of the brain is primarily responsible for articulation and connecting sounds to letters?**

**A. Broca's Area**

**B. Hippocampus**

**C. Frontal Cortex**

**D. Cerebellum**

Broca's Area is primarily responsible for the production of speech and is involved in articulating words and connecting sounds to letters. This area of the brain, located in the frontal lobe, plays a crucial role in the formulation of language and the coordination of movements required for speaking. It helps individuals process the phonemic aspects of language, which includes linking specific sounds with their corresponding written symbols. The other areas mentioned serve different functions: the Hippocampus is primarily associated with memory formation, the Frontal Cortex is involved in higher cognitive functions such as decision-making and problem-solving but not specifically in speech articulation, and the Cerebellum mainly regulates motor control and coordination, rather than the cognitive aspects of language processing.

**6. The sound combinations commonly found in math and science vocabulary originate from which language?**

**A. Latin Origin**

**B. Greek Origin**

**C. Anglo-Saxon Origin**

**D. German Origin**

The correct answer focuses on the significant influence of Greek on the vocabulary used in math and science. Greek contributions to these fields are foundational, as many scientific and mathematical terms are derived from Greek roots. For instance, concepts such as "geometry" (from "geo," meaning earth, and "metron," meaning measure) and "biology" (from "bio," meaning life, and "logos," meaning study) illustrate how Greek is integral to academic language in these disciplines. In contrast, while Latin has contributed to many fields, it is particularly dominant in areas such as law and medical terminology rather than math and science vocabulary. Anglo-Saxon, referring to the early English language, has less prevalence in technical vocabulary associated with these subjects, as it is rooted in everyday language rather than specialized terminology. German has also provided some contributions to scientific terminology, especially in physics and chemistry; however, its influence is less compared to the extensive use of Greek in foundational scientific concepts. Thus, the preference for Greek origins in math and science vocabulary is clear.

**7. Which manner of articulation begins as a stop but releases as a fricative?**

**A. Affricates**

**B. Fricative**

**C. Nasal**

**D. Liquids**

Affricates are speech sounds that begin as stop consonants and are then released as fricatives. This unique manner of articulation distinguishes them from other types of consonants. An affricate starts with complete closure in the vocal tract, creating a stop, which is followed by a release that allows air to flow through a narrow constriction, making a fricative sound. For example, the sounds represented by "ch" as in "church" and "j" as in "judge" are affricates. They effectively combine two articulatory features, allowing for a smooth transition from a complete stop to a turbulent airflow, characteristic of fricatives. Other options do not share this specific feature; fricatives are characterized solely by turbulent airflow from the beginning, nasals involve airflow through the nasal cavity, and liquids are produced with a more open configuration in the oral cavity without the stop-fricative combination.

**8. What type of error occurs when similar-sounding words are confused?**

**A. Morphemic error**

**B. Semantic error**

**C. Phonological error**

**D. Orthographic error**

The type of error that occurs when similar-sounding words are confused is known as a phonological error. This happens when a reader or listener misidentifies words based on their sounds, resulting in confusion between words that may sound alike but have different meanings or spellings. Phonological errors are particularly important in the context of reading instruction because they highlight challenges in auditory discrimination and the ability to connect sounds and letters effectively. Understanding this type of error can help educators design targeted interventions that support phonemic awareness and improve overall reading comprehension. In contrast, morphemic errors involve misunderstanding the meaning of parts of words (morphemes), semantic errors relate to the meaning of words and phrases, and orthographic errors deal with the correct spelling of words. Understanding these distinctions is crucial for diagnosing specific issues in reading and addressing them appropriately.

**9. What language does the word 'deception' originate from?**

- A. Greek**
- B. Norman French**
- C. Latin/Romance**
- D. Anglo-Saxon (Old English)**

The word 'deception' is derived from the Latin word 'deceptio,' which means 'a taking away' or 'a misleading.' This Latin origin reflects the core meaning of the word, as it refers to the act of deceiving or misleading someone. Over time, the term evolved and made its way into Old French as 'deception,' before entering Middle English and becoming the term we use today. This lineage illustrates the influence of Latin on the development of English vocabulary, particularly through the Romance languages. While the other language sources listed may contribute to various English words, the correct choice most directly relates to the etymological roots of 'deception.'

**10. What does SWRD stand for in relation to reading difficulties?**

- A. Specific word recognition difficulties**
- B. Systematic word reading difficulties**
- C. Standardized word reading disorders**
- D. Sequential word recognition deficits**

The term SWRD stands for Specific Word Recognition Difficulties. This designation is used to identify a specific type of reading difficulty that impacts an individual's ability to recognize words accurately and fluently. These difficulties can arise from a variety of factors, including phonological processing issues, inadequate vocabulary, or other cognitive challenges. Understanding specific word recognition difficulties is crucial for developing targeted interventions and instructional strategies that can assist individuals in improving their reading skills. By pinpointing the specific aspects of word recognition that are challenging for a reader, educators and specialists can create tailored approaches to address those needs, thereby enhancing overall reading proficiency. The other options present variations of difficulties related to reading but do not capture the precise definition and focus of the term SWRD. They may imply broader or different aspects of reading challenges rather than the specific nature of word recognition difficulties.



## Next Steps

**Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.**

**As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.**

**If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at [hello@examzify.com](mailto:hello@examzify.com).**

**Or visit your dedicated course page for more study tools and resources:**

**<https://kpeeri.examzify.com>**

**We wish you the very best on your exam journey. You've got this!**