



TEST NINJAS

ACT PRACTICE EXAM

STUDENT PRACTICE BOOKLET

Test Ninjas ACT Key Ideas & Details Skill Drill

READING · 10-QUESTION FOCUSED PRACTICE

10

QUESTIONS

1

SECTION

STUDENT NAME

DATE

INSTRUCTOR

PLAN YOUR SESSION

- Choose whether you will use the suggested section times or work without a timer.
- Keep your responses in the section you are currently completing.
- Record one answer per item and make any corrections unambiguous.
- Set the answer materials aside until your practice session is finished.

BOOKLET INFORMATION

SUGGESTED TIMING

Self-paced · no fixed limit

USEFUL MATERIALS

Writing tool · scratch paper

RESULTS

Unofficial practice feedback

SESSION CUE

Begin when your instructor or personal timer is ready.

PUBLICATION NOTE

This booklet is an independently written practice resource. It is not an ACT test form, and results from it are not official scores.

STUDENT INITIALS

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READING TEST

40 MINUTES—10 QUESTIONS

DIRECTIONS: Build each answer from the passage itself. Numbering in the margin marks every fifth body line, and an item may point to a specific line or range. Revisit that evidence before selecting a response.

Record one response for each item; if more than one choice seems plausible, select the one best supported by the material provided.

LITERARY NARRATIVE: This passage is an original work about a family clock shop.

Every June, Mara returned to Bellweather Street to help her grandfather Elias, but this year the clock shop looked closed. The window had been covered from the inside with brown paper, hiding the silent clocks from view. For decades, passersby had set their pace by the clocks in that window. Now even the painted gold letters seemed to have dimmed.

Mara was organizing a neighborhood-history exhibit for the library. She proposed displaying a few clock mechanisms and asking Elias to explain how they worked. Elias refused, insisting that broken parts belonged in drawers, not display cases. He said that a tray of gears and springs would look like scrap metal to anyone who had not repaired clocks. Mara did not argue. As Elias spoke, however, she noticed him align two loose gears on the counter without seeming to think about it. His hands remembered an interest that his refusal tried to conceal.

The next morning, Mara returned with blank display cards instead of packing boxes. She held up a forked metal piece and asked what it was called. “An anchor,” Elias said, then corrected himself: “An escapement anchor.” He explained how it released a clock’s gears one tooth at a time. The technical name opened a door that Mara’s original request had left shut. Soon he was sorting the pieces into groups and telling Mara which clocks they had come from.

They spent the week cataloging objects. Mara wrote concise labels, while Elias supplied details no repair manual would include: the station clock that once ran fast whenever winter air dried its wooden case, the kitchen timer a baker had brought in every spring, and the brass alarm clock that had survived a flooded basement. What began as an inventory became a record of relationships. The exhibit would show not only how clocks worked but also how the shop had figured in ordinary lives.

At the library opening, Elias remained near the doorway until a child asked why clocks tick. He set two pencils on a table to imitate the rocking motion of an escapement. Other visitors gathered around, and the child tried the motion herself. Elias’s demonstration lasted twenty minutes.

On Monday, Mara passed the shop and saw that the brown paper was gone. Elias had placed one restored clock in the window beside a modest sign: “Saturday demonstrations. Repairs not promised.” After the exhibit, Elias changed the shop in a limited but meaningful way. The shop had not returned to its old routine, but its window was keeping time for the street again.

CONTINUE →

1. Which statement best expresses a central idea of the passage?
 - A. Sharing specialized knowledge can renew a person's connection to a community.
 - B. Old tools should be preserved even when no one understands them.
 - C. Public libraries should replace businesses that have closed.
 - D. Family projects succeed only when younger people direct them.
2. Which choice best paraphrases the sentence in lines 2–5?
 - F. The paper protected valuable clocks from sunlight.
 - G. The covered window made the shop's withdrawal from street life visible.
 - H. Elias planned to repaint the inside of the shop.
 - J. People could still see the clocks through gaps in the paper.
3. According to the sentence in lines 20–24, what most directly caused Elias to begin participating in the exhibit project?
 - A. Mara offered to repair the clocks herself.
 - B. The library promised to reopen his shop.
 - C. Naming a familiar part prompted him to explain and sort the mechanisms.
 - D. A child asked him to demonstrate an escapement.
4. Refer to lines 8–12. Why did Elias initially object to displaying the clock mechanisms?
 - F. He feared the library would sell the parts.
 - G. He had promised the parts to another museum.
 - H. He could no longer remember what the parts did.
 - J. He believed visitors would not understand disconnected parts.
5. The passage most strongly suggests that Mara changes Elias's mind by doing which of the following?
 - A. Reducing a broad request to small, concrete questions
 - B. Challenging his authority in front of visitors
 - C. Offering to reopen the repair business for him
 - D. Discarding the mechanisms that seem unimportant
6. The sentence in lines 14–16 supports which inference about Elias?
 - F. He has lost the physical coordination needed for repair work.
 - G. He remains instinctively engaged by clock mechanisms despite claiming otherwise.
 - H. He expects Mara to take ownership of the shop.
 - J. He aligns the gears because Mara asks him to do so.
7. Refer to lines 41–44. Which event occurs latest in the passage before Mara sees that Elias has removed the brown paper from the shop window?
 - A. Mara first proposes the library exhibit.
 - B. Elias sorts the pieces into groups.
 - C. A visitor asks Elias why clocks tick at the exhibit opening.
 - D. Mara writes the label for the station clock.
8. Which choice best summarizes the change described in the sentence in lines 29–32?
 - F. The project became an effort to advertise repair services.
 - G. Mara replaced Elias's technical explanations with fictional accounts.
 - H. The library decided to display people instead of clock parts.
 - J. The catalog shifted from listing objects to preserving the human stories connected with them.
9. Which choice best summarizes the library-opening paragraph?
 - A. A child's question leads Elias to turn technical knowledge into an engaging public demonstration.
 - B. Elias avoids all contact with the exhibit's visitors.
 - C. Mara discovers that the escapement model is inaccurate.
 - D. Visitors persuade Elias to resume accepting repair jobs.
10. How does the final sentence contribute to the passage's central idea?
 - F. It shows that every clock in the shop has been repaired.
 - G. It connects the reopened window with a renewed, though changed, role in the neighborhood.
 - H. It suggests that Elias has restored the old business exactly as it was.
 - J. It reveals that the street depends on the shop for accurate official time.

SECTION COMPLETE · 3

Pause here and wait for the cue to begin the next section.
During timed practice, do not revisit a section after leaving it.

QUICK REFERENCE

Answer Key

Correct responses by section

READING · KEY IDEAS & DETAILS SKILL DRILL									
1 A	2 G	3 C	4 J	5 A	6 G	7 C	8 J	9 A	
10 G									

ENHANCED ACT PRACTICE

How ACT Scoring Works

Each subject begins with a raw score: the number of scored questions answered correctly. There is no penalty for a wrong answer. ACT then converts each raw score to a 1–36 section score using the conversion for that specific test form, which accounts for small differences in form difficulty.

Official Score Structure

The enhanced ACT Composite is based on English, Math, and Reading. Science is optional and does not enter the Composite; students who take it receive a Science score and a STEM score.

REPORTED MEASURE	HOW IT IS DETERMINED	OFFICIAL RANGE OR SCORED MAXIMUM
Raw subject score	Correct answers on scored questions	English 40 · Math 41 · Reading 27 · Science 34
Section score	A form-specific raw-to-scale conversion	1–36 for each subject
Composite score	Average of English, Math, and Reading; round to the nearest whole number	1–36
STEM score	Average of Math and Science when Science is taken	1–36

Composite Example

English 24 + Math 27 + Reading 26 = 77

$77 \div 3 = 25.67$, which rounds to a Composite score of **26**. A Science score, if present, does not change this calculation.

Practice–test limitation: Raw-to-scale tables belong to a particular ACT form. This Test Ninjas publication does not designate field-test items or use ACT’s form-equating process, so its total correct count should be used to measure accuracy—not presented as an official 1–36 score. Use only the conversion table packaged with the exact official ACT practice form you completed.

ENHANCED ACT PRACTICE

ACT Composite National Ranks

A national rank is the percentage of recent ACT-tested high school graduates who earned that score or lower. These official ranks are based on graduates from 2023–2025 and apply to ACT scores reported for tests taken from September 2025 through August 2026. The mean Composite score in this reference group is 19.2.

Official Composite-Score Table

For example, a Composite score of 22 has a national rank of 72: 72% of the reference group scored 22 or below.

COMPOSITE	NATIONAL RANK	COMPOSITE	NATIONAL RANK
36	100	18	52
35	99	17	46
34	99	16	40
33	98	15	34
32	97	14	27
31	96	13	20
30	94	12	12
29	92	11	5
28	91	10	2
27	88	9	1
26	86	8	1
25	83	7	1
24	80	6	1
23	76	5	1
22	72	4	1
21	68	3	1
20	63	2	1
19	57	1	1

Interpret carefully: A national rank describes position within ACT’s comparison group; it is not an admission probability, grade, or percentage of questions answered correctly. Colleges may use different score policies and comparison ranges.

Source: ACT National Ranks for English, Math, Reading, Science, Composite, and STEM Scores, 2025–26 reporting year. Values checked August 2026.



TEST NINJAS PRACTICE ASSESSMENT

End of Practice Assessment

Your practice booklet is complete. Check your work only after the timing conditions you selected have ended.

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