

Reading Comprehension Worksheet: Details & Examples

Read the short story and answer each question.



Creatures That Glow

Some animals live in complete darkness—deep in the ocean, in caves, or under the forest floor. But instead of using flashlights or fire, they use something incredible: their own light.

This ability is called **bioluminescence**. It means “living light,” and animals create it through special chemical reactions inside their bodies. The light can be green, blue, purple, or even red.

Fireflies are the most famous glowing animals on land. They use their light to find mates. But most bioluminescent animals live underwater. Some jellyfish flash to scare away predators. Others, like anglerfish, use a glowing lure to attract food in the darkness.

The flashlight fish has glowing spots under its eyes. It uses these like headlights to help it swim through shadowy waters. Some squids can even squirt glowing ink to confuse their enemies!

Bioluminescence can help animals **hide**, **hunt**, or **warn others**. Even though humans don’t glow, scientists study these creatures to create glowing medicine and lighting tools for the future.



Name: _____

Creatures That Glow

1. What does the text say is the meaning of the word bioluminescence?

- A. The ability to hide underwater
- B. A glowing light made from living creatures
- C. A type of animal only found in caves
- D. A sound used to scare predators

2. How do flashlight fish use their glowing spots?

- A. To scare predators away
- B. To find other fish to play with
- C. Like headlights to swim through dark water
- D. To clean their eyes

3. Fill in the blank:

Some squids can spray _____ ink to confuse animals that want to eat them.

4. List two ways animals use bioluminescence to survive. Use examples from the text.

5. What can you infer about why scientists are interested in animals that glow?



Parent and Teacher Guide

Guide Reading Level: R

Lexile Level: 790L-940L

Grade Level: 4th Grade, Middle of the Year

Genre: Informational Nonfiction

Introducing the Text

“Today we’ll learn about a group of animals that do something amazing—make their own light! As we read, we’ll find facts that explain how and why these animals glow, and we’ll also use what we know to make inferences about how this helps them survive.”

Vocabulary: bioluminescence, predator, lure, chemical reaction, ink

Before Reading Discussion Questions

1. Have you ever seen an animal that glows, like a firefly?
 2. Where do you think animals would need to make their own light?
 3. What do you think glowing might help an animal do?
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During Reading Discussion Questions

1. What are some places where glowing animals live?
 2. Why does the anglerfish use its glow in the deep sea?
 3. What kind of animals use glowing as protection?
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After Reading Discussion Questions

1. What is one thing the text says directly about bioluminescence?
 2. What can you guess about how glowing helps animals live in total darkness?
 3. What might a wordless illustration show about how these animals use their light?
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Activity Idea

Have students fold a piece of paper in thirds. In each panel, they draw one way a bioluminescent animal uses its glow (e.g., for hunting, hiding, or warning). They must base their ideas on the text and can use glow-in-the-dark or neon colors to emphasize the visual effect. Compare drawings and talk about which animals and features could be included in a wordless illustration.

