

The purposes of this study for the second year were to establish the norm of Reading Comprehension Test and to investigate the error patterns of reading of students with reading disability from grades four to six and the differences of error patterns in different groups, grades, and sex. The subjects were 162 students with reading disability and 162 regular students. The main findings are summarized as follows: (1) Regular students had a significantly higher score than students with reading disability on the reading comprehension assessment. (2) Students with reading disability had significantly higher score both in "substitution" and "recall sequence" than in the "recall theme". (3) Students with reading disability in the sixth grade had a significantly higher score than those in the fifth grade in "omission and insertion", "substitution", "recall basic facts", "recall theme". Students with reading disability in the sixth grade had a significantly higher score than those in the fourth grade in "recall basic facts". (4) There was no significant difference in different sex on error patterns. (5) The test of visual-auditory method had a significantly higher score than the test of visual method in "total score", "recall basic facts", "recall sequence". (6) Students with reading disability had special reading habits in "reading process". (7) The ability of reading comprehension of students at higher grade of elementary schools was better than that of lower grade students' performance, but the variance of each grade was decreased when the grade became higher. According to the findings, some suggestions were proposed for education and future studies.