

The purpose of this study for the third year was to compare the reading comprehension strategies used by students with reading disabilities and students with proficient reading abilities. The subjects were eighteen fourth, fifth, and sixth-grade elementary students, including three students with reading disabilities and three students with proficient reading abilities for each grade. A qualitative research method was employed to study the differences of reading strategies used between students with/without reading disabilities, including the students of different grades but with the same reading abilities and the students of same grades but with different reading abilities. The qualitative data collected during the individual reading narrative texts in Cloze procedure and interview were analyzed by using modified analysis and constant comparative analysis. The main findings were summarized as follows: (1) The reading comprehension strategies used by the subjects were grouped in order into ten categories, including: (a) forward and backward cues, (b) neighboring key words, (c) prior experience, (d) reasoning meaning, (e) noticing title, (f) imitate words, (g) neighboring phrases, (h) text texture, (i) elaboration, and (j) involving role. (2) There was no difference of reading comprehension strategies used by the students with reading disabilities among three grades. (3) There was no difference of reading comprehension strategies used by the students with proficient reading abilities among three grades. (4) The most frequently used reading comprehension strategies by students with reading disabilities were (a) neighboring key words, (b) reasoning meaning, (c) forward and backward cues, and (d) prior experience. (5) The most frequently used reading comprehension strategies by students with proficient reading disabilities were (a) forward and backward cues, (b) prior experience, (c) neighboring key words, and (d) noticing title. (6) The students with proficient reading abilities tended to use forward and backward cues and prior experience strategies more frequently than students with reading disabilities, and tended to use neighboring key words and reasoning meaning less frequently than students with reading disability. (7) The knowledge of strategy, knowledge of content, and metacognition skills should be applied when students employed effective reading comprehension strategies.