

The purposes of this study were to understand the reading comprehension strategies of students with good reading abilities and students with reading disabilities, and to compare the differences between these two groups of students on reading comprehension strategies used. The subjects were six fourth grade students at Taichung Municipal Chyau-shiaw Elementary School, including three students with good reading abilities and three students with reading disabilities. The quantitative data collected during the individual readings of different literary styles (narrative and expository text) and different grade reading levels (second, third, and fourth grade) in Cloze procedures were analyzed by using mixed-effects ANOVA model. The qualitative data collected during the individual interview were analyzed by using modified analysis and constant comparative analysis. The results were summarized as follows: (1) There was no significant difference between the scores of the narrative and expository text on readings of different literary styles. (2) There was no significant difference among the scores of the second, third, and fourth grade reading levels on readings of different grade reading levels. (3) The reading comprehension abilities of students with good reading abilities were better than the students with reading disabilities both on the different literary styles and different grade reading levels.