

The purpose of this study were to compare the reading comprehension strategies used by students with reading disabilities and proficient reading abilities. The subjects were eighteen forth, fifth and sixth-grade elementary students, including three students with reading disabilities and three students with proficient reading abilities for each grade. The qualitative data collected during the individual reading narrative Texts in Cloze procedure and interview were analyzed by using modified analysis and constants comparative analysis. The main findings were summarized as follows: 1.the reading comprehension strategies used by the subjects were grouped into ten categories, including: (1)noticing title, (2)neighboring key words, (3)neighboring phrases, (4)forward and backward cues, (5) imitate words, (6)involving role, (7)text texture, (8)elaboration, (9) prior experience, and (10)reasoning meaning. 2.There was no difference of reading comprehension strategies used by the students with proficient reading disabilities. 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 disability were (1)neighboring key words, (2)reasoning meaning, (3)forward and backward cues, and (4)prior experience. 5.The most frequently used reading comprehension strategies by students with proficient reading abilities were (1)forward and backward cues, (2)prior experience, (3)neighboring key words, and (4)noticing title. 6.The students proficient reading abilities tended to use forward and backward cues and prior experience strategies more frequently then students with reading disability, and tended to use neighboring key words and reasoning meaning less frequently then students with reading disabilities.