

## Abstract

This study examined the relative contributions of inference making and metacognitive strategies to reading comprehension among 83 Chinese fifth graders. Consistent to the previous finding, inference making ability was associated with reading comprehension competence. And in a hierarchical regression, after controlling for sex and age, vocabulary was the strongest predictor, contributing 11.1% of variance in reading comprehension. Inference making predicted a unique variance of 5.4 % in reading comprehension while metacognitive strategies only contributed to a variance of 0.1%, which was not significant. The present study demonstrated the unique importance of inference making to reading comprehension, suggesting further research on developing training to improve children's inference making ability. Future research should also examine the other possible moderators, such as motivation, on the effect of metacognitive strategies used in inferring during reading comprehension.