The present study aimed to examine the possible effects of the Iranian elementary female L2 learners' (meta)cognitive reading strategy knowledge on their reading comprehension in 3 different stages of reading, that is, prereading, while-reading, and postreading phases. In order to control the language proficiency factor, 40 L2 learners were selected through the application of the Oxford Placement Test (2004). The participants belonged to 2 different age groups. Twenty of them were selected from the young people, aged between 15 to 20. The other 20 participants who comprised the second group were adults, aged between 35 to 40. The participants completed a reading strategy survey and took a reading comprehension test. The descriptive and inferential statistics were used to describe the participants' reading strategy use and their performance on the reading test. The results showed no significant relationship between the young and adult Iranian female L2 learners' comprehension level and their use of reading strategies. In fact, the data obtained from the young group resulted in a significant relationship between reading comprehension and metacognitive reading strategy use. That is, the more L2 learners employ metacognitive reading strategies, the more their reading comprehension level will be. Besides, the participants of both groups were alike in their perceived use of cognitive reading strategy.