

The Effect of Vocabulary Instruction on Student Achievement

By: Jessica Sigg

A Seminar Paper

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In Partial Fulfillment of the

Requirement for the Degree


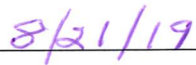
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ABSTRACT

A literature review researched vocabulary word lists for fifth grade fiction and nonfiction. Research was done by searching books and studies on word frequency, academic word lists, tiered vocabulary, background knowledge, word roots, vocabulary lists, and curriculum lists and were compiled into fifth grade lists. Authors referenced are known for their reliability. Based on the literature, using targeted vocabulary words along with effective instructional techniques will improve reading comprehension.

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Introduction

Statement of the Problem

There is a strong correlation between vocabulary size/knowledge and reading comprehension. Baker, Simmons, and Kameenui, Stahl and Fairbanks explain the strong correlation between vocabulary knowledge and comprehension (as cited in Fisher, Frey, and Hattie, 2016). In fact, vocabulary has an effect size of .67 in predicting reading comprehension (Fisher, Frey, and Hattie, 2016).

It is hypothesized that this study will help determine the most essential words to teach in the regular education classroom for fifth grade to result in successful student achievement on standardized assessments, and will foster lifelong readers and learners, and hopefully be successful citizens.

Results from large-scale standardized assessments are indicating a need for extensive, subject-specific vocabulary and targeted fiction vocabulary (Wisconsin Department of Public Instruction, 2019). How can effective vocabulary-development address the need for the extensive specific vocabulary required of elementary students?

Hypothesis

It is hypothesized that students will increase reading comprehension when the teacher is intentional and specific teaching vocabulary words to students. When using targeted vocabulary words students will increase their vocabulary acquisition and knowledge, which will also result in better reading comprehension.

Purpose of the Study

A school district in southern Wisconsin has been on the cusp of “Meets Expectations” and “Exceeds Expectations” (Wisconsin Department of Public Instruction, 2019) on the school report cards for several years. The Wisconsin Department of Public Instruction uses information from the Wisconsin Forward Exam for the school report cards. Students in grades 3-8 are tested in English Language Arts and Mathematics, in grades 4 and 8 in Science, and 4, 8, and 10 in Social Studies (Wisconsin Department of Public Instruction, 2019).

We strive to improve to “Exceeds Expectations” comprehension scores. The Wisconsin Department of Public Instruction for 2012-2013 reports this district with an overall score 72.3 out of 100, 2013-2014 with an overall score of 70.9 out of 100, 2015-2016 with an overall score of 70.7 out of 100, 2016-2017 with an overall score of 66.5 out of 100, and 2017-2018 with an overall score of 72.9 out of 100. The “Exceeds Expectations” criteria is to have an overall score of 73-82.9. These results are from one standardized test, the Wisconsin Forward Exam, but the results can be improved. One area in which students can improve is English Language Arts with an emphasis in comprehension.

The Elementary/Middle School English Language Arts Achievement scores from the Wisconsin Forward Exam are as follows:

Year	Percent of Students Proficient
2012-2013	32.9%
2013-2014	30.9%
2015-2016	40.3%

2016-2017	31.2%
2017-2018	33.0%

The percent of proficient readers is relatively low. In order to build students into successful lifelong readers, the number of proficient readers needs to increase. Included in the Wisconsin Forward Exam are three sessions. Session one includes writing and language. Session two is listening. Session three is reading. Vocabulary is a large part of student success on the Wisconsin Forward Exam in each session. A large academic vocabulary will support student success in each of the three sessions.

The district also uses data from the MAP Growth Assessment that students take three times over the course of the school year. The MAP Growth Assessment measures what students already know and that on which students need to focus on next (NWEA, 2019). Students are tested in math and reading. Included in the reading portions of the test are literary text: key ideas and details, vocabulary acquisition and use, language, craft, and structure. Another component includes informational text: key ideas and details. Vocabulary is a sub test of the reading portion of the test. The fifth grade growth assessment range is 200-220 (NWEA, 2019). Last year a group of fifth graders showed a mean of 210.7 in the spring 2018 MAP session. According to NWEA, the mean for fifth grade spring MAP test is 211.5 (NWEA, 2019). The district goal was for fifth grade to be at a 217 average by spring.

The purpose of this study is to determine how to choose appropriate vocabulary words to teach to students to improve comprehension scores on the Wisconsin Forward Exam and the MAP Growth Assessment. Several different common vocabulary lists will

be researched and compiled into a list for general language arts fifth grade students. Students will be assessed on their comprehension levels on the MAP Assessment three times throughout the school year. Students will also be assessed on their comprehension levels on the Wisconsin Forward Exam one time.

Significance of the Study

Vocabulary is a key component to student success in reading. “Reading vocabulary is crucial to the comprehension process of a skilled reader” (NICHD, 2000, p. 4-3, as cited in Ellery, V., 2009). Students need many opportunities to learn new vocabulary. These opportunities need to be meaningful and plentiful. What words are the “right” words to teach?

The researcher synthesized, analyzed, and compiled vocabulary lists into a manageable list for fifth grade teachers to use to teach vocabulary in language arts in order to improve reading comprehension.

Assumptions

It is assumed that sources used in this paper are reliable and accurate. The information presented in this paper is honest. The vocabulary lists are a true representation of words that will allow students to be successful readers.

Delimitation of the Study

This literature review was conducted July 2019 through August 2019. Reliable sources on the topic were found online and in textbooks. Many of the online sources were found using the search engine for the University of Wisconsin libraries. No resources were found rejecting the hypothesis.

Methodology

A review of literature was conducted for this seminar paper. Several sources (online, and print) were studied, analyzed, and were used to compile to a vocabulary list for fifth graders to improve reading comprehension. With the collected data, the hypothesis has been supported. This research paper is qualitative.

Chapter 2

Review of Literature

Choosing Vocabulary Words

There are 171, 476 words in the English dictionary (Dexter, and Huld, 2016). Every word cannot be directly taught to each student. Some words do not need to be taught because students already know them, and other words are hardly ever used so it is not as necessary for students to learn them. The difficult part is choosing which words are most useful for students to learn and be directly taught. Beck, McKeown, and Omanson developed a tiered system to determine what vocabulary words to teach (as cited in (Beck, McKeown, and Kucan, 2008). The system includes three tiers. Tier one is basic oral vocabulary that is used everyday in conversation. Students already know them because they use tier one words in everyday conversation. Tier two words are words that are in written text, but uncommon in everyday conversation. These are the words teachers should most be focused on teaching in the classroom. Tier three words are content specific (Beck, McKeown, Kucan, 2008).

“Research shows teachers should choose high-frequency words with multiple meanings” (Beck 2002, as cited in Lawrence, 2017, p. 34). A teacher wants to pick words that students will most likely see and use, tier two words.

Beers and Probst (2015) explain that many students struggle with how authors use words in their writing. According to Beers and Probst (2015) students tend to struggle with descriptive language, multiple meanings, distant references, rare words, and technical talk. Educators should focus on those types of words and word usage.

Gathering Student Knowledge

Students enter our classrooms with an abundance of knowledge inside their brains. We can use that knowledge to drive instruction. How do we find out what students already know?

One strategy, used in the researchers classroom, to collect vocabulary words students already know is a simple checklist. Create a list of vocabulary words with yes or no next to each one. If students know the word, they circle yes. If they do not know the word, they circle no. Sometimes students know the word but are unable to pronounce the word or do not recognize the word. Teachers may choose to read the list out loud to students in order for them to hear it. Sometimes teachers may not be convinced that students know the words just by having them circle yes or no. In that case, teachers can add a line for students to write a one-word meaning next to each word.

Allen (1999) created a graphic organizer, which includes a list of potential vocabulary words from a text, the sentence for which that word is in, and three sections for students to mark. The first section is, "I still need help finding the meaning of the word," followed by, "I think I know the meaning," and "I know the meaning" (Allen, 1999, p.20).

Another way to check if students know certain words is to give a pretest to students. The vocabulary that will be for that unit can be included on the pretest. The pretest would include matching the correct definition with the correct word. This will give teachers valuable information about their students.

Beers and Probst (2015) describe a simple technique to use with students in order to gain insight on what vocabulary students are struggling with. There is an article called,

“The Dung Beetle as a Weapon Against Global Warming” by Holland, for National Geographic (2013). Students read the selection (any grade level) and circle any confusing words and then discuss why they are confusing as a group. This particular article uses descriptive words that would not normally be used in this context. For example, the word *weapon* is used to describe the dung beetle. Teachers may gain valuable information based on students’ comments.

It is always valuable to collect information from students. Collecting student knowledge will allow teachers to specify what vocabulary needs to be taught.

Frontloading Unknown Words

Frontloading, providing students with predetermined background knowledge, is necessary when vocabulary is used in a way that is unfamiliar to students (Fisher, D., & Frey, N., 2012). Frontloading vocabulary can be very beneficial for students.

One way a teacher can pick words to teach from a specific text is by reading the literature ahead of time, entering the text into a word frequency processor, and picking out the words that are most frequently used in the selection. One example of a word processor is Word and Phrase Info (<https://www.wordandphrase.info/analyzeText.asp>). On this website it will highlight words that are used the most in written or oral language. The best words to pick are the ones in yellow, which come up a lot in literature and are tier two words.

Vocabulary Word Lists

There are an abundance of vocabulary word lists available to teachers. Marzano and Simms (2011) created an academic vocabulary word list based on the common core standards. Fry (2004) wrote a 300 plus page book, *The Vocabulary Teacher’s Book of*

Lists, including a variety of lists from “interesting lists” to “most common roots.” Every instructional curriculum includes a vocabulary component. Included in Appendix A, pages 15-24, and Appendix B, pages 25-30, are examples of word lists from Marzano and Simms and from the Wonders Fifth Grade Curriculum.

Marzano and Simms Academic Vocabulary Word List

Marzano and Simms (2011) developed an academic word list for all different content areas and grade levels. Appendix A is a compiled list of academic vocabulary words for fifth grade literacy. This academic vocabulary list has a total of 339 words excluding doubles.

The McGraw Hill Wonders Curriculum for Fifth Grade incorporates vocabulary words from each of the stories throughout the units. It includes 222 words total throughout the year (see Appendix B, pages 25-30).

These lists include an overwhelming amount of words for students to learn. However, students may already know many of the words. Because Marzano’s list is academic vocabulary, and the Wonders Curriculum includes tier two words, the vocabulary words do not coincide. For example, *theme* is an academic word on Marzano’s list and *distracted* is a tier two word on the Wonders vocabulary word list. Marzano’s lists are academic words and Wonders are targeted vocabulary from texts. They are different types of words. It is important to gather data from a group of students before choosing the words to explicitly teach.

Roots

Beers and Probst (2015) explain that teaching students word parts is more beneficial than teaching students a certain number of words each week. When students

know word parts they are able to break down words with those parts included and understand a larger amount of vocabulary. Teaching word parts including Greek and Latin Roots is more important than teaching specific words.

Newton, E., Newton, J., Padak, N., and Rasinski, T., (2011) explained that teaching Greek and Latin roots is beneficial to student reading comprehension. The English language is grounded in Greek and Latin. Learning Greek and Latin roots increases our knowledge of vocabulary. There is no scientifically based identification of which roots to teach at certain grade levels. Expert opinion must be used to decide which roots to teach.

Chapter 3

Research Findings

The researcher found a large amount of vocabulary lists available for educators in all subject areas. Due to the amount of vocabulary words, creating a vocabulary list for fifth grade language arts was prohibitive.

The researcher concluded three most important rules when choosing vocabulary words to teach, gathering student vocabulary knowledge (Allen, 1999), teaching tier two words (Beck, McKeown, Kucan, 2008), and teaching word parts (Newton, E., Newton, J., Padak, N., and Rasinski, T., 2011).

First, gathering student vocabulary knowledge is the foundation of choosing the right vocabulary words to explicitly teach. Knowing what words students already know saves precious teaching time and is valuable. One way the researcher will gather student vocabulary knowledge is by using a vocabulary pretest before each unit. The pretest includes words and definitions. Students would match the correct word with the correct definition.

Second, teaching tier two words is priority. Tier two words are most beneficial for students to learn.

Third, teaching word parts is more useful than direct teaching of specific words. Students who know word parts are able to decode larger vocabulary words into morphemes to figure out the word meaning. For example, knowing the root, *bio*, opens up opportunities for words like biology, biography, or bioengineering. Knowing specific morphemes of words leads students to understand a larger amount of words.

Conclusion/Summary

The school district in southern Wisconsin continues to be on the edge of “Meets Expectations” and “Exceeds Expectations” year after year. Vocabulary instruction is a component to all standardized assessments. A well thought out vocabulary list, effective gathering of background knowledge, and teaching word parts can increase reading comprehension. Learning vocabulary will push students to “Exceeds Expectations.”

In conclusion, vocabulary is imperative for successful reading comprehension. Educators have the best knowledge for what vocabulary words students know and need to know in order to be able to understand a text. Teachers make the judgment call as to which words to teach. Gathering students’ background knowledge is necessary in order to save time, be productive, and teach students useful vocabulary. Teaching roots of words or word parts opens up the avenue to understanding several other words. A systematic approach for teaching vocabulary is essential for creating lifelong learners.

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Additional Digital Resource

Words and phrases: frequency, genres, collocates, concordances, synonyms, and

WordNet. (n.d.). Retrieved July 25, 2019, from

<https://www.wordandphrase.info/analyzeText.asp>

On this website, users enter a text and the processor ranks the words in the text.

The processor highlights the lower and medium frequency words. The frequency

data helps users focus on new words. It also includes academic words. Another

useful feature is the frequency lists. Users type in a word, and the website

provides a word ranking number, how much it is used in spoken language, fiction,

magazine, newspaper, and academic. The larger the number, the more the word is

used.

Appendix A

Marzano & Simms Common Core Academic Vocabulary List ELA (2013)

Category	Terms
Questioning, Inference, and Interpretation	<ul style="list-style-type: none"> • evidence • quote • support
Themes & Central Ideas	<ul style="list-style-type: none"> • convey • drama • summarize • summary • supporting idea/detail
Story Elements	<ul style="list-style-type: none"> • action • challenge • character development • character trait • decision • development • dialogue • drama • line (in a script) • minor character • plot • plot development • role • sequence/sequential order • villain
Connections	<ul style="list-style-type: none"> • cause/effect • comparison • historical event • scientific concept/idea • series • sequence/sequential order • technical procedure
Word Impact & Use	<ul style="list-style-type: none"> • adage • definition • effect • idiom • imagery • irony • metaphor

	<ul style="list-style-type: none"> • mood • phrase • proverb • sensory language • simile • alliteration • allusion • figurative language • figure of speech • foreshadowing • hyperbole • onomatopoeia • personification • symbolism • pun
<p>Academic Vocabulary</p>	<ul style="list-style-type: none"> • academic vocabulary • action • content-area vocabulary • definition • description • phrase • signal phrase/phrase/clause/sentence • spatial relationship • temporal relationship • emotion • state of being • addition relationship • compare/contrast • logical relationship
<p>Text Structures & Features</p>	<ul style="list-style-type: none"> • appendix • cast of characters • cause/effect • chapter title • chronological order • comparison • contrast • dialogue • direct quote • headline • passage • plot • preface • problem/solution • scene

	<ul style="list-style-type: none"> • section • sequence / sequential order • series • stanza • structure • summary sentence • verse • chronology • meter (of a poem) • stage direction • symbolism
<p>Point of View/Purpose</p>	<ul style="list-style-type: none"> • convey • custom • dialogue • effect • firsthand • first person • irony • narration • point of view • role • role playing • secondhand • second person • third person • account (version of a story) • similarity
<p>Visual/Auditory Media and Information Sources</p>	<ul style="list-style-type: none"> • advertisement • animation • atlas • chart • checklist • commercial • digital text • drama • graph • graphic artist • graphic novel • host • hostess • image • interview • news • oral presentation

	<ul style="list-style-type: none"> • pamphlet • radio program • rating • script • skit • sound effect • source • special effect • spoken text • theme music • time line • web page • audio version • faithful representation • media/medium • multimedia • musical • quiz • show • scriptwriter • speech
Argument & Reasoning	<ul style="list-style-type: none"> • argument • evidence • point (in an argument) • source • support
Literary Comparisons & Source Material	<ul style="list-style-type: none"> • autobiography • biography • children's literature • contract • culture • diary • fantasy • genre • journal • legend • memoir • mystery • myth • mythology • novel • prose • quest • science fiction

	<ul style="list-style-type: none"> • series • short story • source • tall tale • version
Rhetorical Criticism	<ul style="list-style-type: none"> • argument • evidence • point (in an argument) • subject • similarity
Fluency	<ul style="list-style-type: none"> • drama • prose • rate (speed) • reading strategy
Print Concepts	<ul style="list-style-type: none"> • affix • correspondence • miscue • multisyllable • root
Writing	
Argumentative	<ul style="list-style-type: none"> • argument • evidence • organization • point of view • source • support • clarification
Informative/Explanatory	<ul style="list-style-type: none"> • cause/effect • chart • definition • graphic • organization • quotation • section • table • domain-specific vocabulary • multimedia • clarification • observation
Narrative	<ul style="list-style-type: none"> • action

	<ul style="list-style-type: none"> • chronological order • description • descriptive detail • dialogue • narrative • organization • plot • point of view • response • sensory detail/image • sensory language • sequence / sequential order • story map • observation • pacing • reflection
Task, Purpose, and Audience	<ul style="list-style-type: none"> • apology • friendly letter • goal • invitation • pen pal • personal letter • prior knowledge • stay on topic • task • thank-you letter
Revise and Edit	<ul style="list-style-type: none"> • composition • multiple drafts • peer review • proofread • transition • try a new approach
Technology	<ul style="list-style-type: none"> • blog • collaboration • cursor • email • hyperlink • keyboarding • pull-down menu • source • word processing
Research	<ul style="list-style-type: none"> • investigation

	<ul style="list-style-type: none"> • learning log • multiple sources • research • source
Access and Organize Information	<ul style="list-style-type: none"> • digital source • evidence • graphic organizer • hyperlink • keyword • notes • outline • paraphrase • print source • quote • scan • search term • search tool • sidebar • skim • source • source list
Collaborative Discussions	<ul style="list-style-type: none"> • check understanding • collaboration • discussion leader • evidence • one-on-one discussion • paraphrase • point of view • remark • response • review • role • rules of conversation • small-group discussion • clarification • elaboration • observation • reflection
Evaluate Presented Information	<ul style="list-style-type: none"> • argument • evidence • paraphrase • point (in an argument) • source

	<ul style="list-style-type: none"> • study • support • media/medium • clarification
Speech Writing	<ul style="list-style-type: none"> • description • descriptive detail • evidence • organization • support • theme • speech
Presentation and Delivery	<ul style="list-style-type: none"> • body language • cue • eye contact • facial expression • gesture • image • memory aid • oral presentation • pace • posture • pronunciation • prop • situation • typeface • voice level • formal English • multimedia • speech • clarification
Grammar	<ul style="list-style-type: none"> • adverb • antecedent • conjunction • gender • grammar • irregular noun • irregular verb • numerical adjective • personal pronoun • preposition • subject-verb agreement • abstract • action verb

	<ul style="list-style-type: none"> • comparative • concrete • coordinating conjunction • determiner • helping verb • interjection • linking verb • number • person • prepositional phrase • pronoun -antecedent • superlative • collective noun • coordinate adjective • correlative conjunctions • modifiers • predicate • proper adjective • relative pronoun • subordinating conjunction
<p>Sentences</p>	<ul style="list-style-type: none"> • complex sentence • exclamatory sentence • linking phrase • object • phrase • sentence structure • subject • clause • run-on sentence • sentence combining • sentence fragment • declarative sentence • imperative sentence • interrogative sentence
<p>Capitalization and Punctuation</p>	<ul style="list-style-type: none"> • address (street address) • italics • quotation marks • salutation • acronym • parentheses • semicolon • dash • hyphen

Spelling	<ul style="list-style-type: none"> • root • syllabication • syllable pattern
Language Conventions	<ul style="list-style-type: none"> • cursive • double negative • indentation • precise • standard English • convention • formal English • informal English • sentence patterns • business letter • dialect
Context Clues	<ul style="list-style-type: none"> • comparison • confirm • definition • restatement
Word Origins and Roots	<ul style="list-style-type: none"> • affix • part of speech • root • foreign word • Greek affix • Greek root • Latin affix • Latin root
Reference Materials	<ul style="list-style-type: none"> • encyclopedia • guide words • part of speech • pronunciation • references/reference materials • rhyming dictionary • thesaurus
Word Relationships	<ul style="list-style-type: none"> • antonym • cause/effect • compare/contrast • homophone • multimeaning word • synonym • homograph

Appendix B

Wonders Fifth Grade Vocabulary List

Unit	Vocabulary Words
Unit 1	<p>Week 1:</p> <ul style="list-style-type: none"> • afford • load • profit • risk • prosper • savings • scarce • wages <p>Week 2:</p> <ul style="list-style-type: none"> • accomplish • anxious • assemble • decipher • distracted • navigate • options • retrace <p>Week 3:</p> <ul style="list-style-type: none"> • debris • emphasis • encounter • generations • indicated • naturalist • sheer • spectacular <p>Week 4:</p> <ul style="list-style-type: none"> • breakthrough • captivated • claimed • devices • enthusiastically • envisioned • passionate • patents <p>Week 5:</p> <ul style="list-style-type: none"> • access • advance • analysis • cite

	<ul style="list-style-type: none"> • counterpoint • data • drawbacks • reasoning
Unit 2	<p>Week 1:</p> <ul style="list-style-type: none"> • committees • convention • debate • proposal • representatives • resolve • situation • union <p>Week 2:</p> <ul style="list-style-type: none"> • circumstances • consideration • consults • destiny • expectations • presence • reveal • unsure <p>Week 3:</p> <ul style="list-style-type: none"> • behaviors • disappearance • energetic • flurry • migrate • observation • theory • transformed <p>Week 4:</p> <ul style="list-style-type: none"> • assuring • detected • emerging • gratitude • guidance • outcome • previous • pursuit <p>Week 5:</p> <ul style="list-style-type: none"> • ambitious • memorized • satisfaction • shuddered

Unit 3	<p>Week 1:</p> <ul style="list-style-type: none">• appreciated• blurted• complementing• congratulate• contradicted• critical• cultural• misunderstanding <p>Week 2:</p> <ul style="list-style-type: none">• civilization• complex• cultivate• devise• fashioned• resourceful• shortage• tormentors <p>Week 3:</p> <ul style="list-style-type: none">• contact• erode• formation• moisture• particles• repetition• structure• visible <p>Week 4:</p> <ul style="list-style-type: none">• artificial• collaborate• dedicated• flexible• function• mimic• obstacle• techniques <p>Week 5:</p> <ul style="list-style-type: none">• archaeologist• era• fragments• historian• intact• preserved• reconstruct• remnants
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<p>Unit 4</p>	<p>Week 1:</p> <ul style="list-style-type: none"> • commenced • deeds • exaggeration • heroic • impressed • posed • sauntered • wring <p>Week 2:</p> <ul style="list-style-type: none"> • astounded • concealed • inquisitive • interpret • perplexed • precise • reconsider • suspicious <p>Week 3:</p> <ul style="list-style-type: none"> • anticipation • defy • entitled • neutral • outspoken • reserved • sought • unequal <p>Week 4:</p> <ul style="list-style-type: none"> • absorb • effect • circulates • glaciers • necessity • seeps <p>Week 5:</p> <ul style="list-style-type: none"> • barren • expression • meaningful • plumes
<p>Unit 5</p>	<p>Week 1:</p> <ul style="list-style-type: none"> • disdain • focused • genius • perspective • prospect

	<ul style="list-style-type: none"> • stunned • superb • transition <p>Week 2:</p> <ul style="list-style-type: none"> • assume • guarantee • nominate • obviously • rely • supportive • sympathy • weakling <p>Week 3:</p> <ul style="list-style-type: none"> • atmosphere • decays • gradual • impact • noticeably • receding • stability • variations <p>Week 4:</p> <ul style="list-style-type: none"> • approximately • astronomical • calculation • criteria • diameter • evaluate • orbit • spheres <p>Week 5:</p> <ul style="list-style-type: none"> • agricultural • declined • disorder • identify • probable • thrive • unexpected • widespread
Unit 6	<p>Week 1:</p> <ul style="list-style-type: none"> • bulletin • contributions • diversity • enlisted • intercept

	<ul style="list-style-type: none">• operations• recruits• survival <p>Week 2:</p> <ul style="list-style-type: none">• abruptly• ally• collided• confident• conflict• intervene• protective• taunting <p>Week 3:</p> <ul style="list-style-type: none">• adaption• agile• cache• dormant• forage• frigid• hibernate• insulates <p>Week 4:</p> <ul style="list-style-type: none">• export• glistening• influence• landscape• native• plantations• restore• urged <p>Week 5:</p> <ul style="list-style-type: none">• blares• connection• errand• exchange
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