

The Bridge and Metalinguistic Analysis

The Bridge is a significant part of the Language Allocation Guidelines at all grade levels; it's our goal that all teachers in bilingual classrooms understand and implement it.

The term **The Bridge** refers to the instructional moment when teachers purposefully bring the two languages together, strategically guiding bilingual learners to:

1. Transfer the academic content/big ideas students have learned in one language to the other
2. Develop academic English and Spanish across the content areas
3. Engage in contrastive analysis
4. Develop metalinguistic awareness

The Bridge is *not* translating everything you say from one language into another! A Bridge that does not include metalinguistic analysis is just a translation exercise.



The Bridge: Process

Teachers roughly follow this process for The Bridge:





For the first day teaching The Bridge:

1. Review big ideas in the language of instruction, with Total Physical Response (TPR) actions or movements.
2. The Bridge - Match keyword/phrases/sentences to the other language.
3. Choose a metalinguistic focus (e.g., point out similarities and differences between English and Spanish).

For following days:

5. Practice the language that was transferred through the Bridge, applying the “new” language to new learning.

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Cómo identificar la idea principal		How to Identify the Main Idea
Lee el encabezamiento -el título de la página		Read the heading
Lee la primera frase		Read the first sentence
Lee la última frase		Read the last sentence
Mira los dibujos o las fotos		Look at the pictures or the photographs
Usa por lo menos dos detalles	1. — 2. —	Use at least two details
La idea principal de _____ es _____. Yo sé eso porque el texto dice _____.		The main idea of _____ is _____. I know this because _____.

Sample Bridge Chart

The Bridge Look-fors

Classroom Environment

Both languages are represented on Bridge Anchor Charts (suggested colors are Spanish in blue and English in green).

The teacher uses a concrete object to indicate they will be moving between two languages (e.g., magic scarf).

Language Use

Teachers facilitate students in generating the language for the Bridge using concrete strategies such as total physical response (TPR), visuals, photos, etc.

Students use both languages and make connections between the two.

The teacher guides students in noticing how Spanish and English are similar (e.g. cognates, plurals, punctuation, similar patterns, etc.) and how Spanish and English are different (e.g. 5 vowel sounds in Spanish and 15 vowel sounds in English, gender in Spanish and not in English, etc.)

Students understand the meaning of the words in both languages through the use of TPR, visuals, etc.