Abstract
This research explores theoretical referents around the concept of thematic progression and the manner in which informants dosify informative content in order to achieve semantic integration in texts. Twenty-five post-graduate students participate, and responded to a proposal to develop as an initial classroom activity, the production of an expositive text. The results indicate that 84% of the student-teachers did not maintain the required thematic progression. Many constructed texts with no defined progression, and lexical resources prevailed. The majority did not develop the theme, but introduced it and then diluted it with a premature ending. The problems observed show the need to revise teachers teaching syllabuses.

Keywords
Thematic progression, typologies, textual production.