Abstract
This article shows the results of an investigation which analyzed how discourse is organized in a sample of texts used in different curricular areas of the Venezuelan educational system. The postulates of Adam (1992) and Charaudeau (1992) were followed. Findings can be summarized as follows: a) The predominant sequence is explanatory. b) The description was associated to the content that is usually memorized. c) The argumentative sequence was observed in topics where the student is not only expected to respond from a theoretical perspective of knowledge appropriation but also from the perspective of an agent of changes in his or her social environment. It is concluded that school texts use resources from scientific discourse and from popular science discourse.

Keywords
school texts, sequence, discursive procedures.